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ABSTRACT

This resource guide was developed to commemorate Dr. Martin Luther King, Jr.'s birthday by providing school personnel with background information and hands-on activities for use with students in Grades K-12. The activities in the guide can be implemented throughout the school year to help students become aware of the social, economic, and political climate during the civil rights movement and to appreciate Dr. King's role as a proponent of civil rights for all people. Following a brief overview, a list of teacher and student objectives, and a chronology table, the guide is divided into two major sections: (1) Lesson Plans and Activities for Grades K-6, and (2) Lesson Plans and Activities for Secondary Grades 7-12. Both sections present five different lesson plans (together with the required readings, plays, charts, illustrations, and timelines) and conclude with a list of additional instructional activities. The activities in Section 1 focus on : (1) King's childhood; (2) his message of mutual understanding and respect (considered in relation to students' own behavior); (3) the facts and accomplishments of King's life; (4) the reasons for celebrating King's birthday; and (5) the chronology of King's life. Section 2 focuses on: (1) the struggle for voting rights; (2) the philosophies and activities of persons who influenced King's press for civil rights; (3) the relationship of King's goals to the goals upon which America was built; (4) the role of groups and organizations in the civil rights movement; and (5) the evolution of nonviolence from the 1940s through the 1960s. The guide concludes with an annotated bibliography of books, teaching aids, and information resources. An appendix includes additional materials and resources. (KH)

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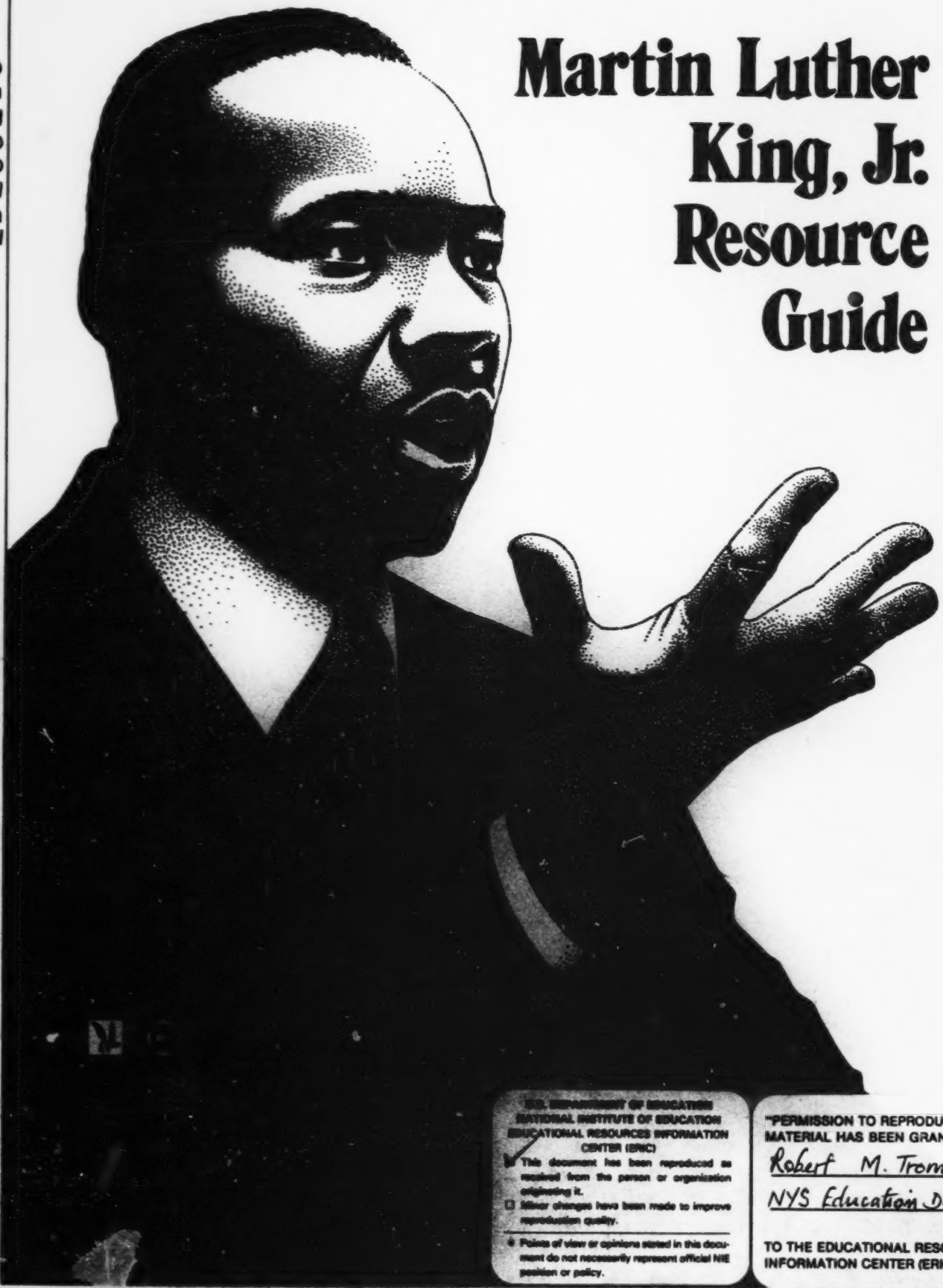

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Martin Luther King, Jr. Resource Guide

The University of the State of New York
The State Education Department
Division of Civil Rights and Intercultural Relations
Albany, New York

1985

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FOREWORD

During the August 28, 1963 March on Washington, D.C., Dr. Martin Luther King, Jr. told his listeners: ". . . I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident, that all men are created equal."

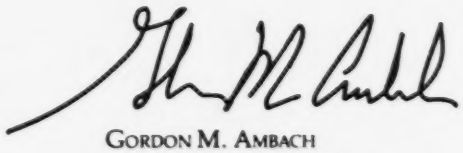
Concerted and prolonged efforts were expended pursuing Dr. King's dream of justice and equality for all regardless of race, creed, color or other differences. Moreover, Dr. King's dream demonstrated its strength as Americans joined together to work for the recognition of January 15 as Martin Luther King, Jr. Day.

The continuing efforts to honor the memory of Dr. King with a national holiday culminated on November 2, 1983. On that date, President Ronald Reagan signed Public Law 98-144 to make Martin Luther King, Jr. Day a legal public holiday beginning in January 1986.

In 1975, New York State amended its General Construction Law declaring a public holiday to acknowledge Dr. King. The Amendment, which became effective January 1, 1976, designated the third Sunday of January as Martin Luther King, Jr. Day. Since that time, many schools and communities have chosen to celebrate the holiday with special events and activities focusing on Dr. King and his efforts to secure basic human and civil rights for all people.

On July 5, 1984, a new Act was signed by Governor Mario M. Cuomo. Beginning in January 1985, "the third (Sunday) *Monday* of January, known as Dr. Martin Luther King, Jr. Day..." was designated as an official holiday in New York State.

The New York State Education Department plays a major role in helping local education agencies pay tribute to Dr. King and his civil rights endeavors. This Resource Guide has been developed to help educators plan and implement multicultural classroom instruction, and gives special emphasis to Dr. King's civil rights activities and the civil rights movement. The guide includes information and materials which will help teachers and administrators incorporate its contents into the curriculum.



GORDON M. AMBACH
Commissioner of Education

REMARKS OF GOVERNOR MARIO M. CUOMO ON THE OCCASION OF THE MARTIN LUTHER KING BILL-SIGNING

Two decades ago, in the heat of the struggle to make this nation face up to the moral contradiction of "separate-but-equal," Dr. Martin Luther King, Jr. rejected the idea that somehow blacks and whites could imagine their destinies were different.

"We are caught," he wrote from the Birmingham city jail, "in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly."

Dr. King's words, and the example of his life, have stood the test of time. His message is as valid today as it was then. We need to be reminded of it over and over again.

We need to hear again in our country the doctrine that Dr. King taught – the idea of mutuality and sharing and family – instead of what we hear too often in its place, the principle of might-makes-right, of survival of the fittest.

Dr. King reminded us "that human progress never rolls in on wheels of inevitability." But, he said, "Our determined refusal not to be stopped will eventually thrust open the door to fulfillment."

We'd be unworthy heirs to his vision if we let ourselves be daunted by all that remains to be done before we can rightfully call ourselves a just, and fair and loving State and Nation.

Like him, we must "stand firm, move forward...and cling to hope."

The public holiday that I am about to enact into law will help us do that by reminding all of us, each year on the third Monday of January, what we should remember every day of the year – Dr. King's struggle against racism, poverty, and war, his enduring example, his passionate plea for a "coalition of conscience."

I'm delighted that the sponsors of the bill – Assemblyman Arthur Eve and Senator Joseph Galiber – are here for the signing.

2 World Trade Center
New York City
Thursday, July 5, 1984

PREFACE

The Division of Civil Rights and Intercultural Relations is responsible for providing all students in New York State with equal access to educational programs and activities without regard to race, color, national origin, sex or handicapping condition. The Division's major objectives are: (1) to reduce racial and ethnic isolation and sex segregation in schools; (2) to develop improved relationships among students, teachers, parents and the community in an integrated school setting; and (3) to assure equal educational opportunity for all students.

One aspect of technical assistance provided by this office is to make multicultural resources and materials available to local education agencies. The Martin Luther King Resource Guide has been developed with this purpose in mind. All of the instructional materials necessary are included within the guide or are readily identified and available.

The Guide is divided into two major sections: Lesson Plans and Activities for Elementary Grades K-6 and for Secondary Grades 7-12. Included in each section are detailed lesson plans which are complete in themselves. For example, a fifteen page pictorial essay was produced by a local artist and is provided as the dominant theme for the elementary lesson plan entitled, "Martin Luther King, Jr.: A Lifetime of Action." At the secondary level, the lesson plan entitled, "Voting: The Struggle for a Right," highlights the use of actual letters and telegrams from or to important historical figures. At each level, a play written by classroom teachers and students is the central focus of a learning exercise. Additional instructional activities are suggested at the end of each section.

Supplemental resources are provided in the Annotated Bibliography under the headings Books, Teaching Aides, and Information Resources. Additional materials and resources are available in the Appendix.

This publication provides opportunities for teacher flexibility and creativity. The suggested activities can be adapted to meet the needs and interests of students and teachers.

ACKNOWLEDGEMENTS

This publication has been developed by the Division of Civil Rights and Intercultural Relations to recognize the observance of Martin Luther King, Jr.'s birthday as a State and national holiday.

Many staff members have contributed to the creation, research, development and distribution of the Resource Guide and given generously of their time and energy. Barbara Mack, Associate and Nancy Lauria, Assistant were primarily responsible for writing, organizing and editing the Guide. Robert D. Rogers, Assistant, was instrumental in researching the letters and telegrams and providing background information. Dennis Glover, Program Manager, supported their efforts. Staff from the Bureau of Curriculum Development provided additional review and assistance.

We extend sincere appreciation to Dr. Kathleen Kreis, Supervisor of Language Arts, Buffalo City Schools, Buffalo, New York for her expertise in developing the elementary and secondary lesson plans; Ashby Stevens, Head Graphic Artist, Hamilton Hill Art Center, Schenectady, New York for creating the sketches for the pictorial essay; and the State University of New York at Albany, Department of African Afro-American Studies, for providing the consultant services of Colia Clark.

Gratitude is expressed to those groups and individuals who provided materials and information which have contributed to this project: The Martin Luther King, Jr. Center for Nonviolent Social Change; Buffalo City Schools; Board of Education, City of New York; Rochester City Schools; Binghamton Sun-Bulletin; New York Times; and individuals who provided copyright release for their letters and telegrams. Copies of letters and telegrams have been edited for use in this publication and are a reasonable facsimile of the original documents. Photographs on pages 75, 76 and 77 were used with permission of The Martin Luther King Center for Nonviolent Social Change.

The New York State Education Department acknowledges those who responded to the initial survey sent to school officials and state education agencies requesting resources they had developed in recognition of Dr. King. This information was invaluable in the preparation of the Resource Guide.

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OVERVIEW

This Resource Guide has been developed to present the life story and achievements of Dr. Martin Luther King, Jr. A compelling force in the civil rights movement, no other individual devoted so much of his life's work to that struggle. Among Dr. King's major achievements was the implementation of a nonviolent direct action crusade against the injustices occurring as a result of segregated schools, biased hiring practices, poor housing, public accommodations and numerous inequities experienced by blacks and other minorities.

King's crusade gained the support of both white and black Americans during the nineteen fifties and sixties. Advocates in the white community included such influential leaders as John F. Kennedy, Nelson Rockefeller, Lyndon B. Johnson, Robert Kennedy, Jack Greenberg and William Kunstler. Prestigious individuals in the black community providing support were Kenneth B. Clark, A. Philip Randolph, Constance B. Motley, Whitney Young, Jr., Floyd B. McKissick and Adam Clayton Powell.

King's civil rights activities began shortly after the landmark decision in *Brown vs. Board of Education of Topeka, Kansas*. Rendered in May 1954, that decision became the legal victory over the "separate but equal" doctrine sanctioned earlier in *Plessy vs. Ferguson*. In that case, brought by Homer A. Plessy in 1896, the U. S. Supreme Court held that separate but equal facilities were not unconstitutional under the due process and equal protection clauses of the Fourteenth Amendment to the U. S. Constitution.

Although the 1896 case dealt with the matter of overall access to public facilities and accommodations, the plaintiffs in *Brown vs. Board of Education* argued that segregated public schools were inherently unequal, depriving blacks of equal protection under the law. Thus, *Brown* provided the foundation for the civil rights movement and set the stage for blacks to proceed in their efforts to obtain equal rights and participate fully in the "American dream."

However, it was the earlier interpretation of the Constitution that encouraged blacks to organize on a national level. Two organizations that emerged after *Plessy vs. Ferguson* were the National Association for the Advancement of Colored People (NAACP) in 1909 and the National Urban League in 1911. Both organizations played a significant role in assisting blacks with the struggle to gain their constitutional rights. In 1939, the NAACP's Legal Defense Fund (LDF) was established to gain these democratic rights through the judicial system. A series of legal briefs filed by the Legal Defense Fund led to the 1954 Supreme Court decision.

Nevertheless, resistance was so deeply rooted in the South that the Legal Defense Fund found it necessary to call upon the courts to enforce the ruling in *Brown vs. Board of Education*. This was accomplished a year later, in 1955, with the ruling in *Brown II*, setting forth the determination that, "To separate (black students) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone." The Court went further in advising district courts to implement desegregation rulings "with all deliberate speed."

The first major effort to end racial segregation in public transportation was in December 1955 in the form of a boycott of the Montgomery, Alabama bus system. This action came as a result of the historic refusal of Rosa Parks to relinquish her seat on a bus, a violation of what were known as the "black codes." These codes were laws designed to allow for the continuation of the "separate but equal" practice, and were enacted in many southern states as a direct result of the passage of the first Civil Rights Act of 1866. It was Rosa Parks' refusal to give up her seat to a white man that led to her arrest and the inception of the boycott.

Along with others in the Montgomery Improvement Association, Martin Luther King, Jr. was arrested when he joined in organizing the boycott and subsequent demonstrations. The boycott

was in effect for more than a year before the United States Supreme Court declared unconstitutional the Alabama bus laws requiring segregation. As a result, blacks gained equal access to public transportation services and facilities.

This was the beginning of Dr. King's commitment to change these and other discriminatory practices through nonviolent direct action. His lifelong belief in nonviolence and his study of Mohandas Gandhi's techniques for implementing nonviolent direct action became the basis for the modern day civil rights movement.

Dr. King's nonviolent philosophy for social change was further enhanced with the founding of the Southern Christian Leadership Conference (SCLC). In 1957, he worked with black leaders, as President of SCLC, to organize campaigns in protest of state laws that sanctioned discrimination against blacks. Lunch counter sit-ins in North Carolina, the Freedom Rides throughout the South in collaboration with the Congress on Racial Equality (CORE), bus boycotts and voter registration activities were among the more notable efforts of this organization.

Three years later, in 1960, King's commitment to nonviolent direct action was challenged when mass protests for fair housing practices and the desegregation of department stores resulted in brutal retaliation by Birmingham police. Following his arrest, Martin Luther King used this opportunity to compose the now famous "Letter from a Birmingham Jail." He wrote the letter to fellow clergymen justifying the extent of his involvement and support for the Birmingham demonstrations, saying: "... I have no fear about the outcome of our struggle in Birmingham, even if our motives are at present misunderstood. We will reach the goal of freedom in Birmingham and all over the nation because the goal of America is freedom."

His message was reinforced during the "I Have a Dream" speech which Dr. King delivered before 250,000 black and white Americans during the March on Washington. In recognition of his efforts, King was designated "Man of the Year" by *Time* magazine. A few months later, in 1964, he became the youngest recipient of the Nobel Peace Prize. After receiving the award at Oslo, Norway, Dr. King returned to help organize the voter registration campaign in Selma, Alabama. That campaign culminated in the Selma-to-Montgomery Freedom March, one of many such marches, and the signing of the Voting Rights Act in 1965 by President Lyndon B. Johnson.

In 1968, King organized the Poor People's March against poverty, which was interrupted when King made the decision to lend his support to sanitation workers in Memphis who were bargaining for basic union representation and long overdue salary considerations. He thought that his presence there would help to prevent violence in a situation already tense with racism.

Aware of the tension and the potential for violence, King, who had experienced many threats in the course of his civil rights and peace and poverty activities, spoke to a church congregation about the possibility of his death. On the night of April 3, 1968, King said: "Well, I don't know what will happen now...but it really doesn't matter..." Assuring his colleagues that he had "the advantage over most people," he stated that he had "conquered the fear of death."

On the evening of April 4th, standing on his Lorraine Motel room balcony in conversation with Jesse Jackson and Ralph Abernathy, Martin Luther King was shot and mortally wounded by a rifle bullet. At 7:05 p.m., he was pronounced dead at St. Joseph's Hospital in Memphis. Grief, anger and disbelief gripped persons from all sectors of the Nation. Such emotions were all the more painful because of the violent manner in which King, the man of peace, had died.

By no means was Dr. King the only participant in this united effort to remove the vestiges of unequal treatment and practice toward minorities. Many groups and individuals were responsible for helping promote the nonviolent approach to civil rights. However, he became the leading figure in the struggle through his unending vision that someday America would live out the true meaning of its creed, "We hold these truths to be self-evident, that all men are created equal."

OBJECTIVES

The Division of Civil Rights and Intercultural Relations of the New York State Education Department has developed this Resource Guide to commemorate Dr. Martin Luther King, Jr.'s birthday by providing school personnel with background information and hands-on activities for use with students in grades K-12. The activities in this guide can be implemented throughout the school year to help students become aware of the social, economic and political climate during the period of twenty years referred to as the civil rights movement and to understand and appreciate Dr. King's role as a proponent of civil rights for all people.

Teachers will achieve the following goals through the use of this Resource Guide:

- Provide students the opportunity to understand and value the contributions made by Dr. Martin Luther King, Jr. during the civil rights movement.
- Provide students the opportunity to learn the philosophy of nonviolence as practiced by Dr. King and to understand its relevance for today's society.
- Provide students the opportunity to learn about the social, political and economic factors which contributed to the civil rights movement.
- Encourage students to appreciate and respect the contributions and rights of others regardless of their similarities or differences.

Student goals include:

- Students will acquire knowledge about political, economic and social institutions and procedures in this country as they relate to the civil rights movement.
- Students will respect and practice basic civic values and acquire the skills, knowledge, understanding and attitudes necessary to participate in a democracy.
- Students will develop the ability to understand, respect and accept people regardless of race, sex, ability, cultural heritage, national origin, religion; political, economic and social backgrounds; or values, beliefs and attitudes.

CHRONOLOGY

1929	Born in Atlanta, Georgia on January 15, son of the Reverend and Mrs. Martin Luther King, Sr.
1944	Graduated from high school at age 15 and admitted to Morehouse College.
1948	Ordained to the Baptist ministry, February 25. Graduated from Morehouse College with a B.A. in Sociology.
1953	Married Coretta Scott.
1954	Supreme Court ruled unanimously in *Brown vs. Board of Education* racial segregation in public schools unconstitutional. Became pastor of Dexter Avenue Baptist Church in Montgomery, Alabama.
1955	Received Doctorate in Systematic Theology from Boston University. Led the Montgomery Bus Boycott which lasted 381 days.
1956	Supreme Court ruled segregation on public transportation unconstitutional.
1957	Became founder and first president of the Southern Christian Leadership Conference (SCLC). Appeared on cover of *Time*. Congress passed the first Civil Rights Act since reconstruction.
1959	Visited India to study Mohandas Gandhi's philosophy of nonviolence.
1960	Became copastor of Ebenezer Baptist Church with his father. Student Non-Violent Coordinating Committee (SNCC) founded to coordinate protests at Shaw University.
1961	Congress on Racial Equality (CORE) began first "Freedom Ride" through the South on Greyhound bus.
1963	Wrote "Letter From Birmingham Jail." Led March on Washington, largest civil rights protest ever held. Delivered "I Have a Dream" speech. Named "Man of the Year" by *Time*.
1964	Civil Rights Act passed. Became youngest winner of Nobel Peace Prize, Oslo, Norway. Voter registration drive organized by Council of Federated Organizations in Mississippi.
1965	March on Ballot Boxes in Selma, Alabama. Voting Rights Act signed.
1967	Alabama ordered to desegregate all public schools.
1968	Organized "Poor People's Campaign" in Washington, D.C. Marched in support of sanitation workers in Memphis, Tennessee. Delivered "I've Been to the Mountaintop" speech. Assassinated April 4 at Lorraine Motel, Memphis.
1985	Martin Luther King, Jr.'s birthday enacted as an official New York State holiday.
1986	Martin Luther King, Jr.'s birthday enacted as a national holiday.

Lesson Plans and Activities for Elementary Grades K–6

"I have a dream . . . one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers."

"I HAVE A DREAM"
August 28, 1963
Lincoln Memorial
Washington, D.C.

INTRODUCTION

A generation of youngsters has little or no knowledge of the life and times of Dr. Martin Luther King, Jr. Elementary students in particular have not had the opportunity to experience his presence. At the same time, they have a limited understanding of the civil rights movement in this country and the ramifications of the movement for their own lives.

This section of the Resource Guide is directed toward providing teachers with information, resources and materials that can be used at the elementary level to help students build an understanding of the civil rights movement and the involvement of Dr. King and others who were recognized for their outstanding achievements.

Included are a number of detailed lesson plans and general instructional activities which can be used with both primary and intermediate students. You are encouraged to modify these as you wish, since one of the purposes in preparing this Resource Guide is to provide you with the basis for developing initiatives and ideas of your own that will be of use to you in your school and classroom.

It is our desire to give you as much information as possible. However, we realize that the classroom teacher will be the key to success in motivating students and providing an exciting and stimulating environment in which to learn about Dr. King and his contributions to the civil rights movement. His dream was "...deeply rooted in the American dream..." that all individuals, regardless of race, ethnicity, national origin, color or gender should receive fair and equitable treatment under the law. As Dr. King said in his "I Have A Dream" speech, "I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.' "

Please feel free to call upon the Division of Civil Rights and Intercultural Relations for additional assistance. Staff can be reached at (518) 474-3934.

MARTIN LUTHER KING, JR.: ONCE A CHILD

Even in his youngest days, Martin Luther King was a highly motivated, hardworking person.

OBJECTIVES: Students will learn facts about the youth of Martin Luther King, Jr.

Students will envision Martin Luther King, Jr. as a historical figure and as a young person.

Students will consider ways in which they can be more serious and purposeful in their own lives.

MATERIALS: Copies of poem, "Martin Luther King, Jr." by Dorian Young, Grade 1, School 74, Buffalo, New York
Copies of contract forms

TIME: 2 class periods

PROCEDURES:

1. Ask students what they know about Dr. Martin Luther King's childhood. Some students may give answers close to actualities. Others may show misunderstanding of facts or an inability to picture Dr. King as a real person.
2. Acquaint students with highlights of Martin Luther King's early life. Include such items as:
   - date and place of birth
   - early education
   - excellence in scholastic endeavors
   - high school graduation at age 15
3. Ask students what they think Dr. King was like as a young person. Was he serious, fun-loving, competitive, quiet?
4. Distribute copies of Dorian Young's poem, "Martin Luther King, Jr." and discuss Dorian's characterization of Martin Luther King as farsighted, even in his early life.
5. Offer students a choice of the following assignments:
   - To introduce Martin Luther King to students younger than you are, write a poem describing Dr. King's life when he was a youngster.
   - Draw a picture of Martin Luther King, Jr., as a child, doing something you think he would have enjoyed.
   - Make up and tell the class a story about Martin Luther King, Jr., as you imagine his childhood.
   - Pretend that Martin Luther King lived next door to you. What would you do together?
6. Ask students to think about the hard work and determination Martin Luther King must have displayed in order to be so successful in school. Point out that his early pattern of hard work prepared him to make great contributions to his Nation.
7. Ask students to list three areas in their lives in which they would like to work harder and accomplish more.
8. Ask students to choose one item from their lists and decide on a particular way to begin working harder and accomplishing more.
9. Distribute to each student a contract form. Have students use the contracts to commit themselves to perform a task as a beginning. For example, a student who wishes to become a better reader could use the contract to commit to read a book of at least 100 pages in a week.
10. To underline and make their commitments official, have students approach classmates to witness their contracts. Contracts are usually made on a weekly basis.

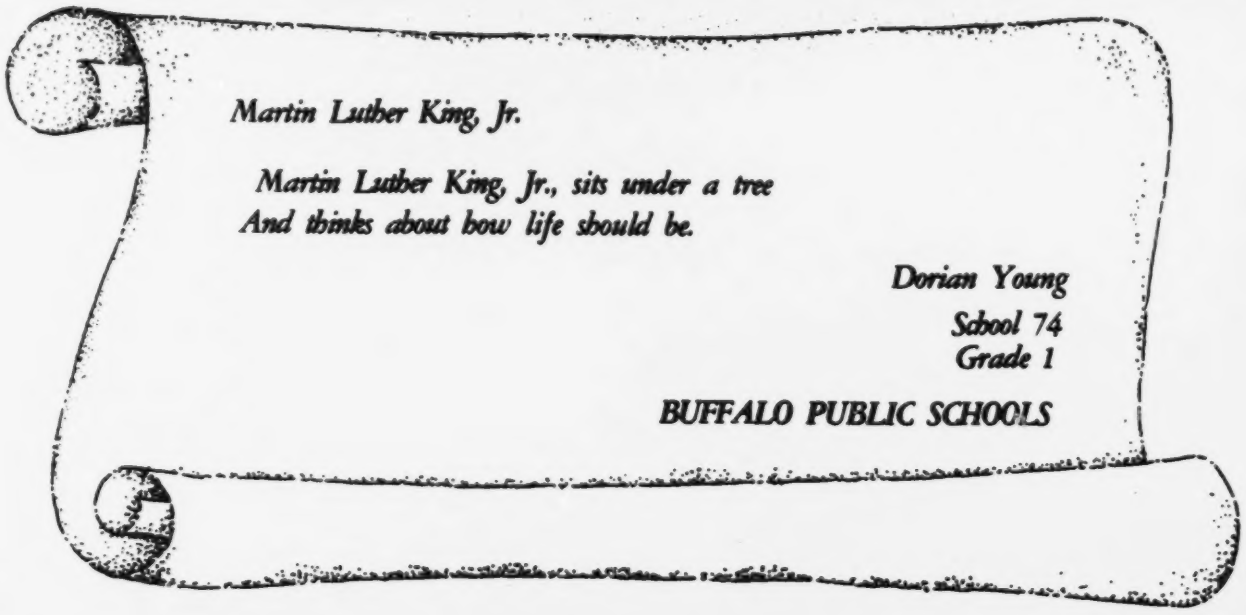
CONTRACT FORM

I (name) _____ will, by (date) _____,

_____ (do what) _____

Signed _____ Witness _____

Date _____



Martin Luther King, Jr.

Martin Luther King, Jr., sits under a tree
And thinks about how life should be.

Dorian Young
School 74
Grade 1

BUFFALO PUBLIC SCHOOLS

MARTIN LUTHER KING'S DREAM: ALL GOD'S CHILDREN JOINING HANDS

At the root of Martin Luther King, Jr.'s message was the plea for people to judge others based on who rather than what they are.

OBJECTIVES: Students will learn about Martin Luther King's message of mutual understanding and respect.

Students will consider Martin Luther King's message in relation to their own behavior.

MATERIALS: Copies of Martin Luther King, Jr.'s speech, "I Have a Dream"
Copies of the play "What Is a Friend?" by Kathryn S. Herr, Teacher, Herman Badillo Community School, Buffalo, New York

TIME: 2-3 class periods (more time may be needed for rehearsal of play)

PROCEDURES:

1. Distribute copies and read with students Martin Luther King's speech, "I Have a Dream."
2. Ask students to describe Martin Luther King's dream for America. Point out Dr. King's explanation that America shared his dream on paper, "...deeply rooted in the American dream," but not in actuality,"...in Mississippi, a state sweltering with the heat of injustice and oppression."
3. Ask students for examples of America's commitment to the principle of equality (U.S. Constitution, patriotic songs, etc.) and for examples of instances where such commitments have been openly ignored (discrimination in housing, restaurants, schools, jobs, etc.).
4. Explain that Dr. King's dream applies not only to the laws and practices of states, but to the ways in which individuals structure their own relationships as well.
5. Ask students to think of times when they have judged people for reasons other than "the content of their character." Have they ever judged someone as too tall, too short, too fat, too thin, too old, too young, too poor, too rich, too loud, too quiet, too bright, too slow? Have they avoided someone from a different race, a different religion, or a different neighborhood?
6. Ask students to choose one person about whom they have made such a judgement and to write a letter of apology to that person. Ask students to reflect on Martin Luther King's "I Have a Dream" speech and then to explain in their letters why they felt they were mistaken in their prior judgements.
7. To broaden and reinforce each student's understanding of Martin Luther King's philosophy of acceptance and respect, have students read and discuss or enact Kathryn S. Herr's play, "What Is a Friend?"

WHAT IS A FRIEND?

by Kathryn S. Herr

CHARACTERS IN ORDER OF APPEARANCE:

MISS GREEN, THE TEACHER

DEBBIE, STUDENT #1

JEANETTE, MAIN CHARACTER, STUDENT #2

SANDRA, STUDENT #3

TRACY, STUDENT #4

MANAL, STUDENT #5

JULIE, STUDENT #6

SAKIKO, STUDENT #7

JACQUE, STUDENT #8

MAYDA, STUDENT #9

ONE OR TWO EXTRA STUDENTS MAY BE ADDED, WITH NONSPEAKING PARTS TO ADD TO THE CLASSROOM EFFECT.

PROPS NEEDED:

SCENE I: Chalkboard, chalk and eraser. Partitions to create a classroom effect. 10 chairs, 10 student notebooks, and 10 student pens. Classroom flag. Quote sheet from Martin Luther King, Jr.

SCENE II: Trees, any background scenery available such as backdrops of houses, flowers, or other props that will give the appearance of being outside. Bench or 3 chairs lined up to look like a bench. Bus stop sign propped up on a pole. Japanese outfit including kimono, fan, sandals, and makeup. Arabic outfit. French outfit including a beret. Spanish outfit including a Mexican hat and sandals. Any modern black American dress style. Cassette recorder and tapes of Japanese, Arabic, French, Spanish, and popular black American music. Also, recording of Martin Luther King, Jr.'s "I Have A Dream" speech.

SCENE III: Same props as in Act I. Also, change of clothes for teacher. "Ethnic" students are wearing ethnic clothes. Homework papers including Jacque's poem and Sandra's and Jeanette's compositions.

ACT I

SCENE ONE OPENS WITH A CLASSROOM SETTING. THE TEACHER AND CLASS ARE FACING EACH OTHER, BUT AT AN ANGLE, SO AS TO FACE THE AUDIENCE. THE STUDENTS ARE SITTING IN SEATS WITH NOTEBOOKS ON THEIR LAPS. THE TEACHER WILL WRITE AT A PORTABLE CHALKBOARD. THE NAME MARTIN LUTHER KING, JR. IS WRITTEN IN LARGE LETTERS ON THE BOARD. AS THE CURTAIN OPENS, THE TEACHER BEGINS TEACHING THE CLASS.

Miss Green: Please take out your social studies notebooks, class. Today we will be talking about the ideas of Martin Luther King, Jr. (STUDENTS OPEN THEIR NOTEBOOKS.)

Who can tell me what were the most important lessons Martin Luther King, Jr. taught us by his words and actions? (SEVERAL STUDENTS RAISE THEIR HANDS, AND MISS GREEN CALLS ON DEBBIE.) Debbie?

Debbie: He taught us not to be prejudiced.

Miss Green: Good, Debbie. What does it mean to be prejudiced?

Debbie: It means you don't like someone because of his race or color, even if he's nice.

Miss Green: That's a good explanation, Debbie. Is there anything anyone would like to add to that? Jeanette.

Jeanette: Miss Green, why do we have to like someone who is a different race or color. I think anyone who doesn't look like me is ugly.

Miss Green: Jeanette, you don't *have* to like someone *just* because he is a different color or race. That wasn't Martin Luther King's point. What he was trying to say was that your opinion of someone shouldn't be based on his color, but on his character. You know, the kind of person he is and how he treats others.

Jeanette: I still say, I don't like those foreign people. They talk funny, and I can't understand them.

Miss Green: Well, this is the very subject I want to discuss. I have a sheet of paper here with a quote on it from Martin Luther King, Jr. Who would like to read it? (SEVERAL STUDENTS RAISE THEIR HANDS, AND THE TEACHER CALLS ON ONE. JEANETTE SLUMPS DOWN INTO HER SEAT, LOOKING PERPLEXED. TEACHER HANDS SHEET TO SANDRA AND SANDRA READS.)

Sandra: "I have a dream, that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

Miss Green: Thank you, Sandra. This is a perfect summary of Martin Luther King's great hope in life. He wanted us to overcome some of the very attitudes we've seen in class today. He wanted us to get rid of our wrong attitudes toward others, which are not based on the truth. Can someone tell me some of the ways Martin Luther King, Jr. fought prejudice? (SEVERAL STUDENTS RAISE HANDS.) Tracy?

Tracy: Well, he believed you shouldn't fight someone if they don't like you, but you should stand up for your rights, only without fighting.

Miss Green: Good, Tracy. And what are some ways you could protest, without fighting?

Tracy: Well, some people refused to ride the buses after a lady was sent to jail for sitting in the front, just because she was black.

Miss Green: O.K. What else? Anybody? (SEVERAL STUDENTS RAISE HANDS.) Manal.

Manal: You could have protest marches, and just walk and carry signs instead of starting riots.

Miss Green: Excellent! These are all very good answers. Martin Luther King taught that you'll never get anyone to stop hating you by hating them back. But if you treat them with respect and demand back that respect by legal and fair actions, they will learn not to be prejudiced. Now, what if you're on the other side? How can you learn not to be prejudiced toward others? (STUDENTS RAISE HANDS, AND TEACHER CALLS ON DEBBIE.) Debbie?

Debbie: You could get to know them before you decide whether or not you like them. Don't judge a book by its cover.

Miss Green: That's true. Anyone else?

Tracy: If you meet someone from another race and he's nasty, don't start thinking everyone from that race is the same way.

Miss Green: That's a very good point, Tracy. Jeanette, what do you think about what we've said so far?

Jeanette: Oh, I don't know. I think they should have sent those other black people to jail, too. After all, if they were stupid enough to risk their own necks for some dumb old lady they didn't even know, they deserved to be put in jail!

Miss Green: Jeanette! That's not the right attitude! They did that because they cared about someone besides themselves! It was very noble of them!

Jeanette: Well, *I* don't care about anyone else.

Julie: (TO HERSELF): That's obvious!

Jeanette: Why should I go through all that hassle, when there's nothing in it for me?

Miss Green: Sometimes we need to consider other people, Jeanette. And besides, you might find out you help yourself more than you thought you would by helping others.

(JEANETTE GIVES MISS GREEN A DISGUSTED LOOK. SHE ROLLS HER EYES AND SIGHS, TWISTING HER MOUTH IN AN EXPRESSION THAT BETRAYS HER LACK OF FAITH IN THE TEACHER'S WORDS. TEACHER CONTINUES, BUT THIS TIME ADDRESSING THE WHOLE CLASS.)

Well, I think we need to continue this discussion tomorrow. Meanwhile, your homework is to write a composition or a poem about Martin Luther King, Jr. telling what he taught us about how we should treat others.

STUDENTS GATHER UP THEIR NOTEBOOKS AND EXIT STAGE RIGHT. TEACHER REMAINS, WRITING HOMEWORK ASSIGNMENT AT TOP OF CHALKBOARD, AS THE CURTAIN CLOSES.

End of Act I

ACT II

SCENE OPENS OUTSIDE OF SCHOOL. BACKGROUND SCENERY INCLUDES TREES AND, IF POSSIBLE, BACKDROPS OF HOUSES. AT FRONT CENTER OF STAGE IS LOCATED A BUS STOP SIGN, AND NEXT TO IT A BENCH. AFTER CURTAIN IS FULLY OPEN, JEANETTE AND JULIE WALK ONTO STAGE FROM STAGE LEFT. THE TWO WALK SLOWLY, NOTEBOOKS IN HAND, AND STOP IN FRONT OF THE BENCH. THEY REMAIN STANDING WHILE THEY TALK.

Jeanette: You know, Julie, I haven't even been here a year yet, and I don't think I like this school very much. That teacher jumps on me every time I say anything. And besides, I hardly have any friends here. You're my only friend.

Julie: I don't know, Jeanette. I think it's a pretty nice school myself. At least (PAUSE), *I* never had any problems with it.
(AS SHE IS SAYING THIS, A JAPANESE CLASSMATE ENTERS, STAGE RIGHT, AND IS READING HER NOTEBOOK. JULIE NOTICES HER AND POINTS TO HER.)

Look, here comes one of our classmates now. (CLASSMATE SEES THE TWO GIRLS AND WALKS UP TO THEM.) Hi, Sakiko! What's up?

Sakiko: (TO JEANETTE): Wa-ta-shi-wa a-na-ta-no tomodachi des. I want to be your friend. (STRETCHES OUT HER HAND.)

Jeanette: (REFUSING TO SHAKE HER HAND AND SLIGHTLY CRINGING): I can't be your friend. I don't like Japanese people. They're dumb, eating fish all the time.
(SAKIKO SUDDENLY LOOKS VERY SAD AND WALKS OFF, STAGE LEFT.)

Julie: That wasn't very nice, Jeanette.

Jeanette: I can't help it. They sound weird, and they give me the creeps.

Julie: Well, I'm gonna sit down. I'm getting tired of standing.
(SITS DOWN AT BUS STOP BENCH AND TURNS HEAD TO SIDE, AS IF TO LOOK AT PASSING CARS. SOON, MANAL COMES BY.) Hey, there's Manal.

Manal: Anna beheb tkuni sahebti. I want to be your friend. (PUTS HER HAND OUT.)

Jeanette: I don't want to be friends with you. You're Arabic, and you talk funny.

Manal: (GETS VERY SAD): Oh, sorry. (PUTS HER HEAD DOWN DEJECTEDLY AND SLUMPS AWAY, STAGE LEFT.)

Julie: (LOOKING DISGUSTEDLY AT JEANETTE): Tsk, Jeanette, Manal is a nice girl! Why did you say that?

Jeanette: I told you, those Arabic people talk funny.

JULIE ROLLS HER EYES AND BEGINS TO IGNORE JEANETTE. FROM NOW ON, JULIE IGNORES JEANETTE'S CONVERSATIONS WITH OTHER STUDENTS, BUT LOOKS MORE DISGUSTED WITH EACH SMART REMARK JEANETTE GIVES. NOW A FRENCH CLASSMATE COMES SHUFFLING BY, AND STOPS AT THE BUS STOP. JULIE LOOKS UP AT THE STUDENT WITH A DISCOURAGED EXPRESSION AS SHE GREETS HIM.

Julie: (TIREDLY): Hello, Jacque. (JULIE LOOKS DOWN AGAIN.)

Jacque: (ADDRESSING JEANETTE): Bonjour, Jeanette, je voudrais etre ton ami. I want to be your friend.

Jeanette: Are you crazy? French people don't have any friends. They're too stuck up!

Jacque: I'm sorry, I didn't realize... (JACQUE HOLDS NOTEBOOK CLOSE TO SIDE AND LEAVES QUICKLY, STAGE LEFT.)

Julie: (REFERRING TO JEANETTE, SAYS TO AUDIENCE): Talk about stuck up!
(FROM STAGE LEFT ENTERS MAYDA.)

Julie: Hi, Mayda!

Mayda: (LOOKING DOWN AT JULIE): Hola! (LOOKS UP AT JEANETTE) Que pasa? Quiero ser tu amigo. I want to be your friend.

Jeanette: Well, no, I don't think so. You people talk too fast, and when you get going with that Spanish, I can't understand a thing you're saying.

Mayda: Ay, perdon! No quiero molestarte!

(TURNS HER HEAD AND STOMPS OFF ANGRILY. EXITS, STAGE RIGHT. IMMEDIATELY FOLLOWING, A BLACK GIRL COMES OUT FROM STAGE LEFT, SHUFFLING AS SHE WALKS ALONG.)

Sandra: What's up?
(MOVES HER ARM IN AN UPWARD GESTURE WITH HER HAND EXTENDED AND HER FINGERS OPEN.)
Hey, Jeanette, I hear you need some friends. What are you doing after school tomorrow?

Jeanette: Forget it, Sandra. I don't feel like hanging around with someone who would refuse to ride a bus because of some dumb lady.

Sandra: Hey, I don't need to hear that jive! I've got other friends, you know! (RUNS OFF STAGE RIGHT.)

FINALLY JULIE LOOKS UP AT JEANETTE, SHAKING HER HEAD.

Julie: No wonder you don't have any friends! Anyone who tries to become your friend, you're just too good for them!
(STANDS UP AND LOOKS HER IN THE EYE WITH AN ANGRY EXPRESSION.)
And if you're too good for *them*, then you're too good for *me*!
(TURNS QUICKLY AND STORMS OFF, STAGE LEFT.)

JEANETTE STANDS WITH ARMS AT SIDES AND WATCHES WITH EYEBROWS RAISED AS JULIE WALKS OFF. SHE PAUSES FOR A MINUTE AND TURNS HER HEAD SLOWLY TOWARD THE AUDIENCE. THEN SHE TALKS TOWARD THE AUDIENCE.

Jeanette: Gee (PAUSES, THEN SAYS SLOWLY), now I don't have any friends! (LOOKS DOWN AT FLOOR, PAUSES, THEN LOOKS UP AGAIN.) Maybe I'd better think about this!

AS JEANETTE STANDS LOOKING INTO THE AUDIENCE, THE SOUND OF MARTIN LUTHER KING'S VOICE IS HEARD, GIVING HIS SPEECH "I HAVE A DREAM". JEANETTE BOWS HER HEAD DOWN AND CURTAIN CLOSES, WHILE MARTIN LUTHER KING CONTINUES TO SPEAK.

End of Act II

ACT III

SCENE IS THE SAME AS IN ACT ONE, BUT TEACHER IS DRESSED DIFFERENTLY, AND STUDENTS ARE WEARING ETHNIC CLOTHES. AS TEACHER IS ERASING HOMEWORK AND WRITING THE DATE AT THE BOARD, STUDENTS ENTER IN SMALL CLUSTERS, TALKING QUIETLY. THEY BRING THEIR NOTEBOOKS AGAIN, AND SIT DOWN AT THEIR SEATS. TEACHER TURNS AROUND, NODS HELLO TO A FEW STUDENTS, AND WAITS FOR THEM TO SETTLE IN BEFORE SPEAKING.

Miss Green: Good morning, class. As I promised you yesterday, today we will continue to discuss what we have learned from Martin Luther King's example. Please take out your homework.
(STUDENTS TAKE OUT NOTEBOOKS AND SHUFFLE PAPERS UNTIL EACH HAS A SHEET OF PAPER ON TOP OF HIS OR HER NOTEBOOK.)
I asked you all to write a poem or composition about how we should treat others, and what Martin Luther King, Jr. taught us. Who would like to volunteer to read his work?
(SEVERAL STUDENTS RAISE HANDS, AND THE TEACHER CALLS ON JACQUE.) Jacque?

Jacque: "The Dream," by Jacque Henhawk

There was a man,
his name was Martin King, Jr.
He had a dream,
a dream of peace and joy
to all his people.
He had a dream that he
would be like everyone else.
He had a dream to be
free from all his nightmares.
He had a dream.
His dream came true.

(Poem written by Lewrence Henhawk, student, Herman Badillo Community School, Buffalo)

Miss Green: That was beautiful, Jacque. May I keep it, to hang it up?
(JACQUE SHRUGS HIS SHOULDERS AND HANDS PAPER TO THE TEACHER.)
Who would like to be next?
(STUDENTS RAISE HANDS AND TEACHER CALLS ON SANDRA.) Sandra.

Sandra: *Dr. Martin Luther King, Jr.* by Sandra Comer

Dr. Martin Luther King, Jr. was a very nice man. He wanted peace in the world. He wanted nonviolence. He didn't want his children judged by the color of their skin, but by the content of their character. White people didn't like black people. They were prejudiced. Black people wanted freedom. We wanted to be treated just like everyone else. They risked their lives and fought for our freedom. The other people still wanted segregation. When the black people sang and fought for our rights, the white people had water hoses and killed some of the people. Dr. Martin Luther King, Jr. got put in jail for stupid reasons and no reasons at all. The white people just made up lies. He couldn't do anything, so he was put in jail. He got shot in Memphis, Tennessee in 1968 on the balcony of a motel. The end.

(Composition written by Donet Comet, student, Herman Badillo Community School, Buffalo)

THERE IS A PAUSE OF SILENCE FOR A FEW MOMENTS, WHILE TEACHER IS LOOKING DOWN TOWARD THE FLOOR. FINALLY SHE LOOKS UP TO THE CLASS AND SPEAKS.

Miss Green: Sandra, that's a very moving composition. I would like to keep that also. It shows you really understand what Martin Luther King, Jr. was all about.
(PAUSES FOR A MOMENT.)
Now, I want to hear just one more composition. Jeanette, please read to me what you have written.

Jeanette: Well, Miss Green, I guess I had to do some thinking yesterday. I was going to write how I learned that some people are really dumb for trying to do something for someone else when there's nothing in it for them, or trying to be friends with someone when they come from a different race and you don't understand them. But, after I thought about it for a while, I realized I made a mistake.
(PAUSES, LOOKS DOWN AT PAPER.)
So, anyway, this is what I wrote:

What is a Friend? by Jeanette Smith

What is a friend? How should you choose your friends? This is a question we all need to ask ourselves. Some people think you should only become friends with people who are just like you – they look like you, they talk like you, they eat the same kinds of foods as you and they like all the same kinds of things. Also, they have to be the same color; otherwise they don't count. Well, I found out the hard way that this is a mistake. If everyone who is different from you doesn't count, you won't have any friends left because no one is really exactly like you. Besides, I don't know if I would want friends like me because I haven't been very nice to people who tried to become my friends.

AT THIS TIME THE STUDENTS WHO HAD TALKED TO JEANETTE OUTSIDE START TO PERK UP AND BECOME VERY ATTENTIVE. JEANETTE CONTINUES.

We learned in class that Martin Luther King, Jr. said you should judge a person not by the color of his skin but by the content of his character. When I judged people by the color of their skin, *I* didn't show much character. Now I realize *they* were the real friends, and I was no friend at all.

Since I lost all my friends, I am very sad. I made a mistake. It's no fun being alone – you *need* your friends. I didn't do a very nice thing, but I hope my classmates will forgive me. Now I know I need all my friends, from *every* culture.

The lesson I learned from Martin Luther King, Jr. is that if you want to have a friend, you need to respect other people's differences and not look down on them. You can't judge them if they're not perfect, because you're not perfect either. (PAUSES.) What is a friend? I learned that it is someone who treats you kindly and cares enough to try to make friends with you. Finally, I learned that in order to *have* a friend, you need to *be* a friend.

The End, Jeanette Smith.

AT THIS POINT, JULIE AND THE FIVE STUDENTS WHO HAD TRIED TO MAKE FRIENDS WITH JEANETTE START CLAPPING, AND ONE BY ONE THE WHOLE CLASS JOINS IN, FIRST QUIETLY, THEN LOUDLY, CONTINUING UNTIL THE CURTAIN CLOSES.

END

MARTIN LUTHER KING, JR.: A MESSAGE FOR ALL AMERICANS

To have their fullest impact, Martin Luther King, Jr.'s words must become part of the laws and lives of everyone.

OBJECTIVES: Students will demonstrate an understanding of the facts and accomplishments of Martin Luther King's life.

Students will consider Martin Luther King's message as it applies to their own lives.

Students will engage in nonviolent ways to settle disputes or problems.

MATERIALS: Detail Wheel: The Life of Martin Luther King, Jr. (assembled by students)

- Toothpicks
- Card stock
- Scissors

TIME: 2 class periods

PROCEDURES:

1. Review with students the many achievements of Martin Luther King, Jr.
2. To check understanding, ask students to complete a project to show or explain the accomplishments of Dr. King, using the detail wheel.
3. Help students assemble their own detail wheels. Distribute card stock or other stiff paper copies of wheel to each. Have students cut out wheels, then insert toothpicks in the center. When properly assembled, detail wheel will spin like a top.
4. Ask students to spin their wheels to choose a project assignment. Assignment where wheel lands signals the project for the student to complete.
5. Have students share with classmates, aloud or in displays, their completed assignments.
6. Ask students to imagine they had a chance to meet and speak privately with Dr. Martin Luther King.
7. Have students prepare a list of questions or issues they would like to discuss with Dr. King. Tell students they may choose national, world or personal issues for their discussion.
8. Ask students to write, in dialogue form, their conversations with Dr. King as they imagine the conversations would take place.
9. With students playing the part of themselves, ask each to recruit a partner to play the part of Dr. King and enact the dialogue for the class to view and discuss.

DETAIL WHEEL
THE LIFE OF MARTIN LUTHER KING, JR.

Write the lyrics for a song about Martin Luther King's dream of equality.
Invent a board game about Martin Luther King. Use facts about his life and work as game questions.
Design a crossword puzzle about the life and accomplishments of Martin Luther King, Jr.
Write a one minute radio message to remind listeners of Martin Luther King's message.
Color a map of the United States to designate where Martin Luther King was born and educated and where he effected change.
Explain why you colored each area.
Draw a picture to highlight an important event in the life of Martin Luther King, Jr.

Many activities in the wheel are adapted from the work of George E. Mancuso, Vice Principal, School 33, Rochester, New York. Used with permission.

JANUARY 15: THE BIRTHDAY OF HOPE

By designating Martin Luther King, Jr.'s birthday as a national holiday, America celebrates freedom, justice and equality.

OBJECTIVES: Students will understand that January 15 commemorates the birthday of Dr. Martin Luther King and reminds all Americans of his dreams and goals for this Nation.

Students will take part in the celebration of Martin Luther King's birthday.

Students will think of ways to celebrate Martin Luther King's birthday in everyday life.

MATERIALS: Copies of Nelson A. Rockefeller's 1964 telegram to Martin Luther King, Jr. on the occasion of Dr. King's birthday.

- Paper
- Scissors
- Markers
- Kazoos
- Tape recorder

TIME: 2 class periods

PROCEDURES:

1. Ask students what a holiday is. Steer them toward defining a holiday as a celebration of a particular event or occasion.
2. Tell students about the designation of January 15 as a national holiday, in recognition of Martin Luther King, Jr.'s birthday.
3. Review with students the life and accomplishments of Dr. King.
4. Distribute, read and discuss the telegram from Nelson A. Rockefeller and explain that it was a birthday card for Dr. King. Students may choose to write their own birthday telegram and share with classmates.
5. Ask students to help plan a party in honor of Dr. King's birthday.*
6. Have class choose a fitting theme for the party. Possible themes might include: peace, equality, fairness and love for humanity.
7. Divide class into groups of five or six. Ask each group to choose one of the following party preparations. All preparations should be in keeping with the party's theme.
   - Make invitations to send to the principal, students, teachers and staff. For example, the invitation could be in the shape of a hand, reaching out to others.
   - Make favors for guests. For example, paper dolls, hand in hand, could be cut from stiff paper and propped in front of each guest's place.
   - Learn one or more songs such as "We Shall Overcome" and tape the group singing. Kazoos provide fine accompaniment. Play the tape at the party.
   - Prepare and present, in tribute to Dr. King, excerpts from his speeches and/or scenes of his life.
   - Plan and bake a birthday cake. Choose a line from one of Dr. King's speeches to decorate the cake.
8. Have the Martin Luther King, Jr. birthday party.
9. Discuss with students ways in which they can celebrate Martin Luther King's birthday all year long. Ask each student to write one sentence explaining a way to keep celebrating Dr. King's birthday.
10. Have students write their sentences on poster paper and draw pictures to illustrate them. For example, a student might write, "I will not call people names," and add an appropriate illustration of friends smiling and playing together.
11. Display posters.

* Students whose religions do not approve of celebrations of birthdays will need alternate assignments.

WESTERN UNION TELEX MESSAGE

JAN 2 0 1954

WUF161 BDA PD ALBANY NY JAN 14 305P EST

DR. MARTIN LUTHER KING

563 JOHNSON AVENUE NORTHEAST ATLA

MRS. ROCKEFELLER JOINS ME IN EXTENDING OUR WISHES TO YOU FOR A MOST PLEASANT BIRTHDAY. WE ARE BOTH DELIGHTED AT THE PERCEPTIVE AND APPROPRIATE MAN-OF-THE-YEAR DESIGNATION WHICH YOU RECENTLY AND SO DESERVEDLY WON. YOUR CONSTANT AND COURAGEOUS LEADERSHIP IN THE QUEST FOR A MORE AND MORE COMPLETE UNDERSTANDING OF THE ALL-IMPORTANT JUDEO CHRISTIAN PRINCIPLES IS INVALUABLE TO THE NATION AND TO THE WELL-BEING OF ALL AMERICANS. BEST WISHES TO MRS. KING AND THE CHILDREN.

NELSON A. ROCKEFELLER

416P EST

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MARTIN LUTHER KING, JR.: A LIFETIME OF ACTION

Martin Luther King worked constantly throughout his short life to reach his goal: "...let freedom ring."

OBJECTIVES: Students will develop a chronology of Martin Luther King's life.

Students will become more familiar with incidents and episodes of Martin Luther King's life, including the influence of Mohandas Gandhi on the development of King's personal philosophy of nonviolence.

Students will consider their own potential for accomplishment.

MATERIALS: Pictorial essay
Books and other references on the life of Martin Luther King
Paper:

- Small slips
- Regular paper
- Blank adding machine tape

TIME: Parts of 3 class periods plus 2 full periods

PROCEDURES:

1. Share with students the pictorial essay on the life of Dr. King (see pages 22 through 36).
2. Show and read only a part of the essay at a time, perhaps five pictures and captions on each of three days. Stop before students become confused by too much information and while students are still eager to hear more.
3. Encourage questions and reactions throughout the reading time.
4. Have available in the classroom books, posters, or other materials on the life of Martin Luther King.
5. Divide class into groups of five. Give each group ten small slips of paper with the following important dates, one date on each slip of paper (see timeline at top of page 37).

1929	1953	1957	1968
1944	1955	1963	
1948	1956	1964	

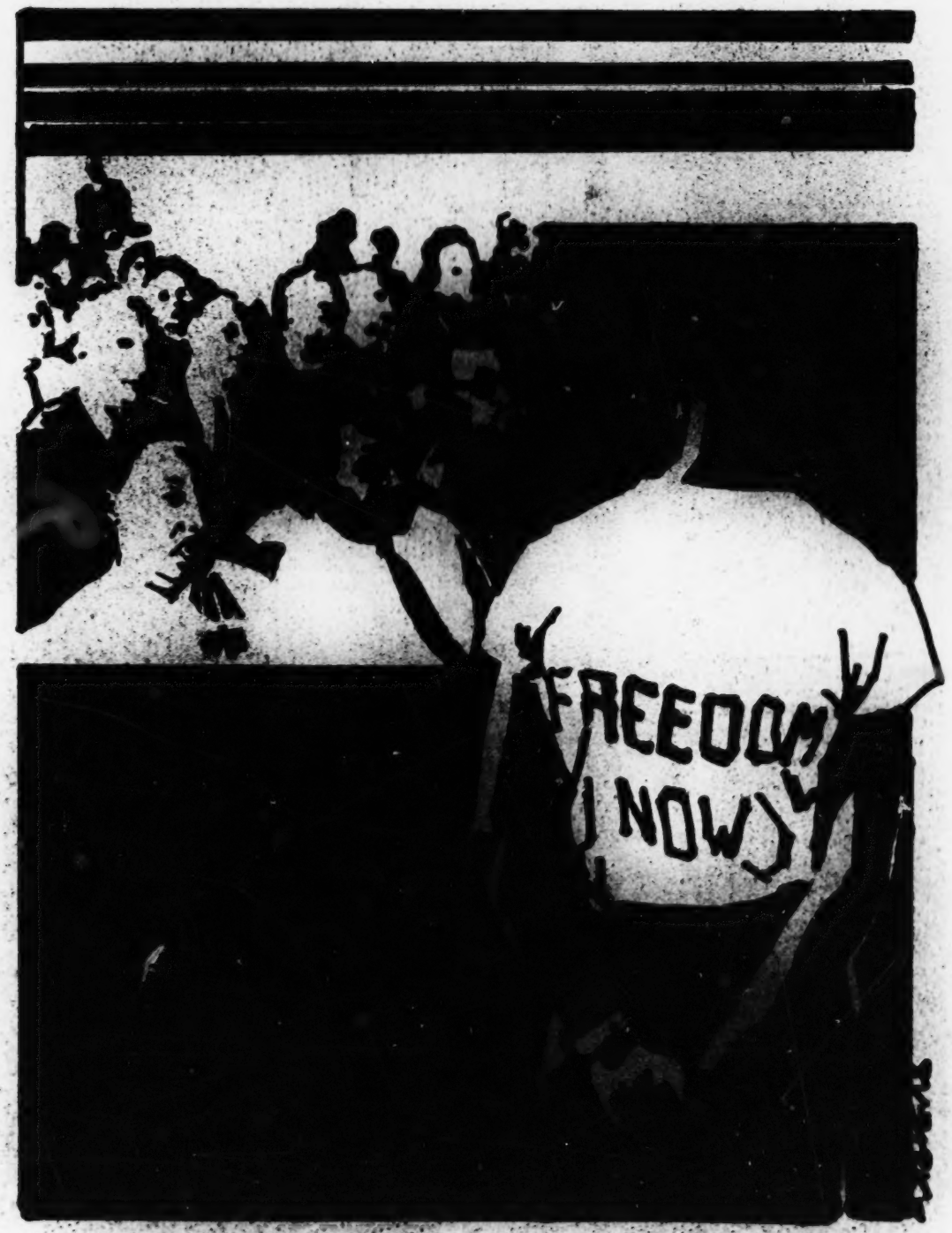
6. Ask each student to draw two slips of paper, research the dates on the slips and prepare one sentence to describe each date. Give each student regular paper for writing of sentences.
7. Give each group a ten foot strip of black adding machine tape. Have the group organize their dates and research findings into a timeline, writing the years on the adding machine tape and hanging the sentences of explanation below the dates.
8. Have each group present and display their timeline. Some students will have gathered additional facts so that all presentations will not be the same.
9. Give each student a six foot strip of adding machine tape and four sheets of regular paper.
10. Ask students to think about the contributions they would like to make during their lifetimes, the goals they wish to reach.
11. Ask student to use the tape and paper to chart out the dates (in years) and goals for their own futures (see student timeline at bottom of p. 37).
12. Ask students who wish to share their timelines to do so with their classmates.

Dr. Martin Luther King, Jr. with his father, Reverend Martin Luther King, Sr. Reverend King was a primary force in the development of Dr. King as a leader. The two men shared a co-pastorship in the Ebenezer Baptist Church in Atlantia, Georgia. Reverend King remained a constant source of advice and inspiration throughout his son's career.

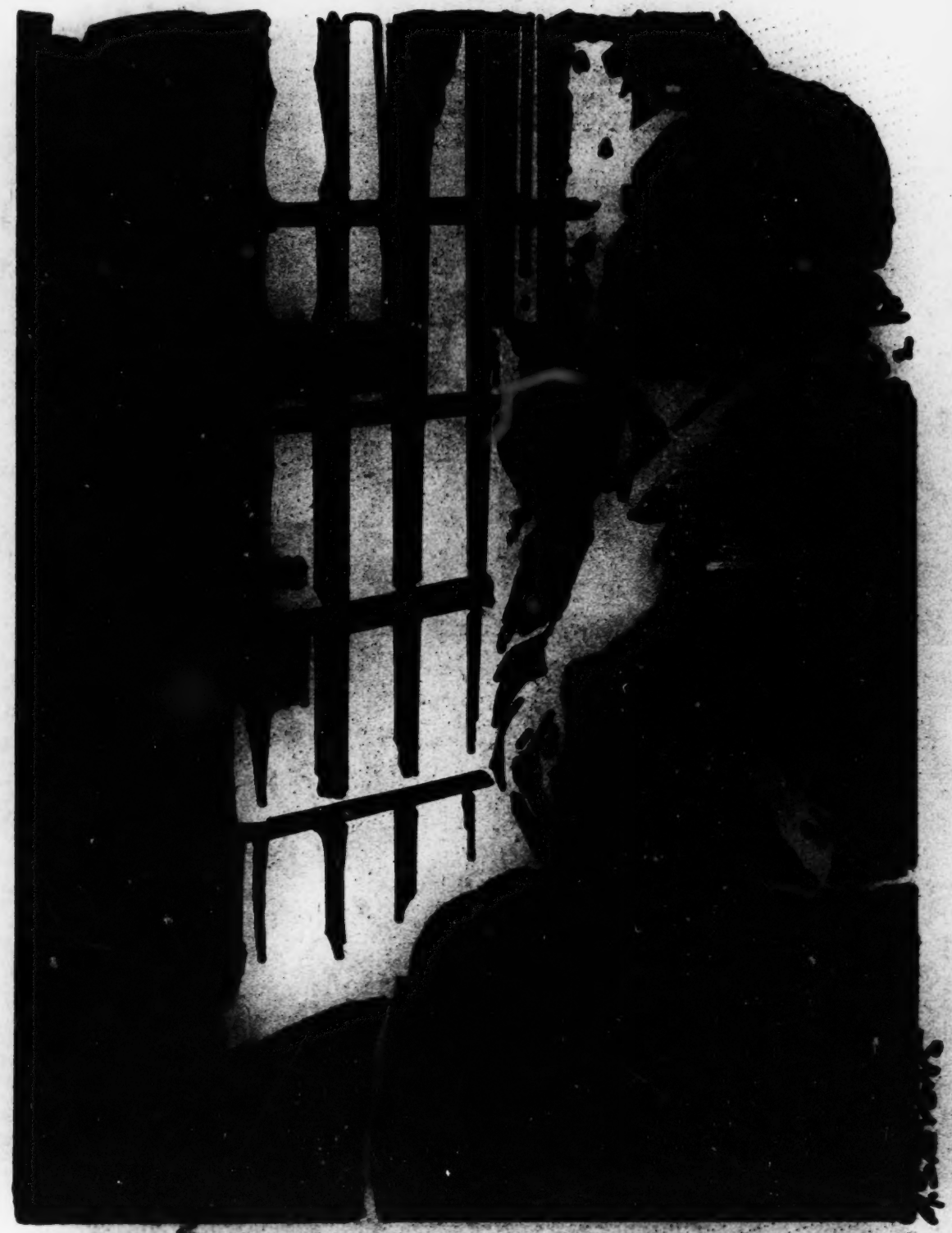
In 1955, Rosa Parks, a black seamstress in Montgomery, Alabama, refused to surrender her bus seat to a white man and as a result was arrested. The laws of the State of Alabama and City of Montgomery made it mandatory for black people to sit in the rear of the bus. Dr. Martin Luther King, Jr. emerged as the leader in this struggle for basic civil and human rights.

On many occasions, Dr. King was arrested for his beliefs. His first arrest came shortly after Rosa Parks was jailed for refusing to give up her bus seat. These arrests were often marred by police brutality and threats, but such acts on the part of police authorities did not deter Dr. King from continuing his nonviolent struggle for justice and equality.

From the very beginning of Dr. King's struggle in Montgomery, the forces of nonviolence were met by violent opposition from the white community. Radical groups like the Ku Klux Klan and White Citizens Council tried to frighten and intimidate local blacks. The Klan threatened, burned buildings, bombed homes and churches, and were involved in lynchings and murders.

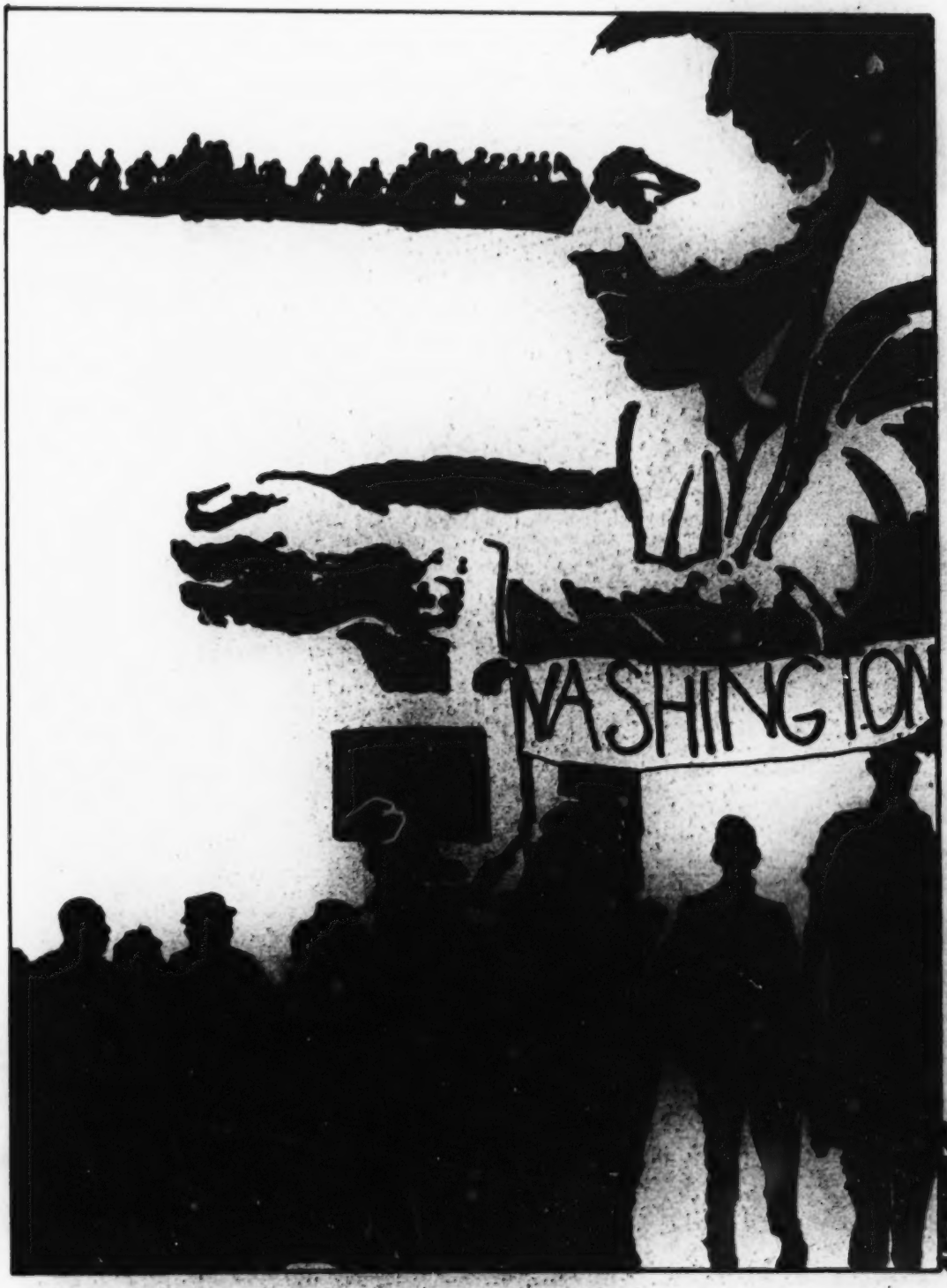


Dr. King and his chief deputy, Dr. Ralph David Abernathy, at trial of "freedom riders" in Jackson, Mississippi. In an effort to end racial discrimination in public accommodations, the Congress of Racial Equality initiated the "freedom riders," a bus campaign to integrate public transportation in the South. The "freedom rides" were a violation of the laws of southern states, which required separate facilities for blacks and whites clearly marked "white only" and "colored only."



Dr. King was jailed during the mass protest at Birmingham, Alabama. While in jail, he wrote the famous "Letter from Birmingham Jail" to refute attacks by members of the clergy criticizing his involvement in the Birmingham movement. In his letter, Dr. King wrote that, "Freedom is never voluntarily given by the oppressor; it must be taken by the oppressed."

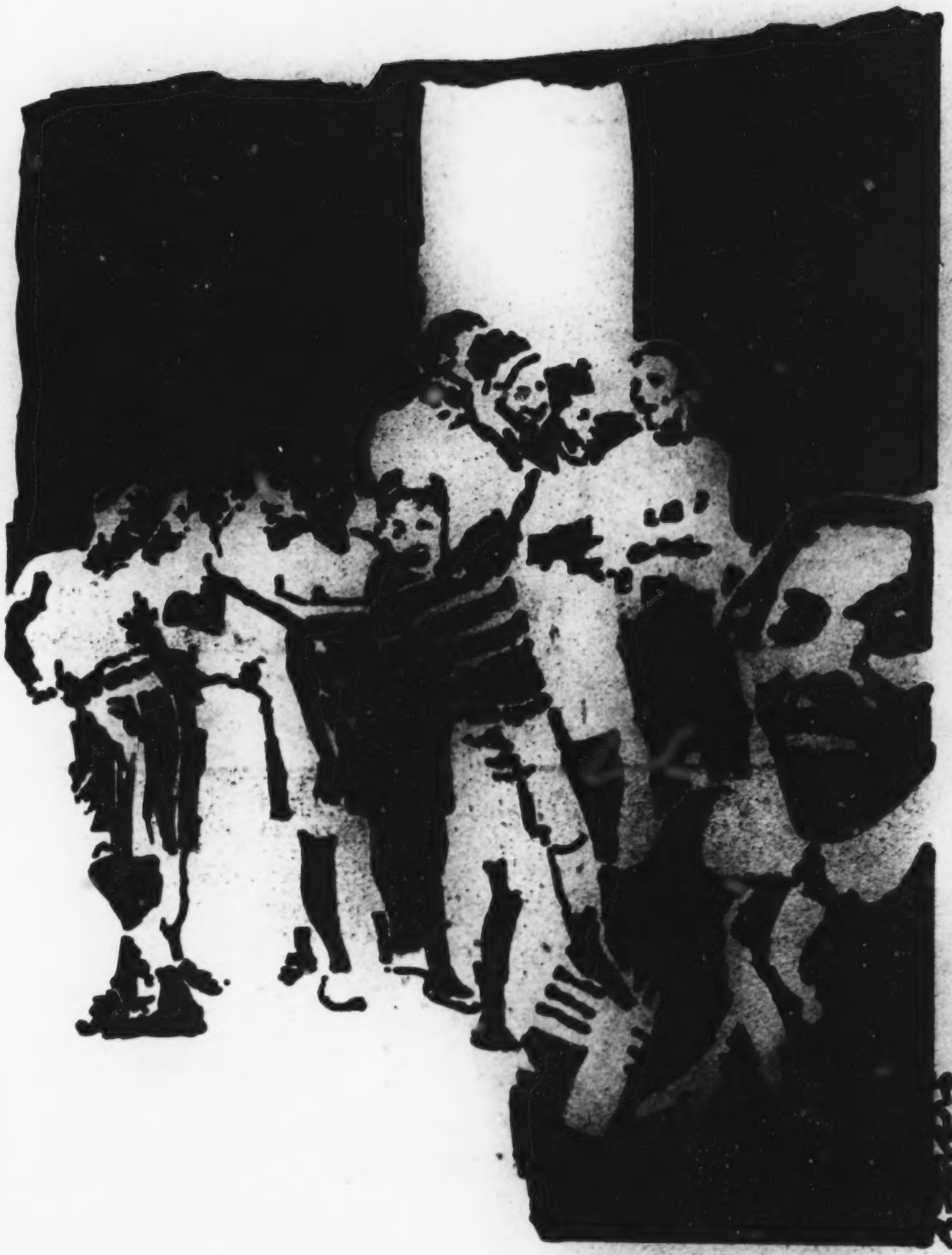
All across the South, young black people listened to the wisdom of a new generation of black leaders with Dr. King as the foremost spokesperson. He shared his belief in the use of nonviolent protest, a philosophy founded by Mahatma Gandhi and developed by Dr. King for use in the civil rights movement.



Dr. King delivered his famous "I Have A Dream" speech at the Lincoln Memorial during the March on Washington on August 28, 1963. Thousands of Americans of all races turned out to show their support of the struggle for civil and human rights for blacks and other minorities in the United States.

President John F. Kennedy believed in the work of Dr. King and other civil rights leaders. He sponsored a number of conferences at the White House to discuss civil rights legislation.

President Lyndon B. Johnson continued these efforts by signing the Civil Rights Act of 1964 into law.



Children of all races gathered for a day of fun and amusement after the signing of the Civil Rights Act of 1964. Amusement parks and other facilities included under the Act were opened to all regardless of race, color, creed or national origin. Resistance continued in spite of the new legislation.

In 1964, Dr. King was chosen by the Nobel Peace Prize Committee as its youngest recipient. The award was a tribute to his use of nonviolent protest to bring about social change in the United States. At the award ceremony, in Oslo, Norway, Dr. King said, "I accept this prize on behalf of all men who love peace and brotherhood . . . in whose eyes the beauty of genuine brotherhood and peace is more precious than diamonds or silver or gold."

On April 4, 1968, Dr. King was in Memphis, Tennessee, assisting sanitation workers who were striking for union rights. He was killed by an assassin's bullet as he left his room at the Lorraine Motel. His body was taken to Morehouse College by two mules pulling a farm cart, then to its final resting place at South View Cemetery in Atlanta, Georgia.

Dr. King sits for a rare moment with his family. A hectic schedule did not prevent the King family from enjoying the time they found together. Dr. King was fond of his family, and had a great love for children.

The King family portrait. An American family which grew, worked and loved amidst the violence and hatred of a nation they helped to change.

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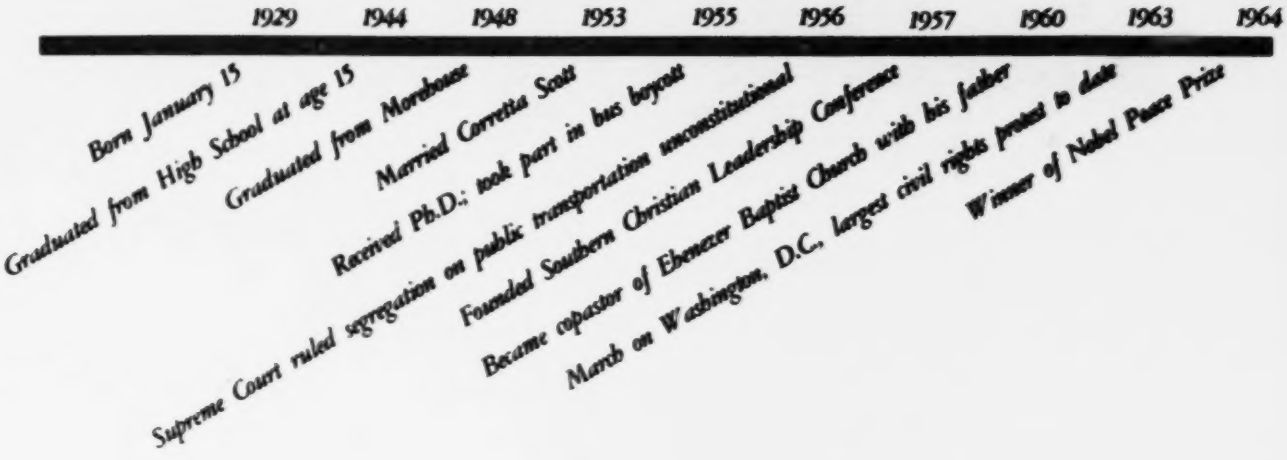
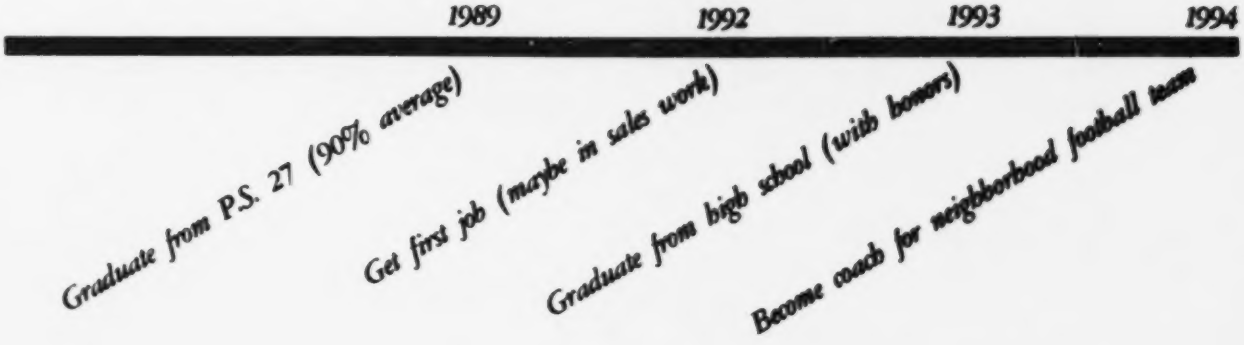
Mrs. Coretta Scott King has continued her husband's work through the work of the Martin Luther King Center in Atlanta. She was successful in her struggle to have legislation enacted to commemorate Dr. King's birthday as a national holiday. Beginning in January 1986, all citizens will be reminded of the significance of his dedication to the ideals of equality and justice for all people.

TIMELINE

DR. MARTIN LUTHER KING, JR.
A MAN OF MANY ACCOMPLISHMENTS



STUDENT TIMELINE



ADDITIONAL INSTRUCTIONAL ACTIVITIES
GRADES K-6

1. Teach students the parts, purposes, and format of a newspaper. With Martin Luther King as their subject, have each student complete one of the following newspaper tasks:
   - write an editorial in support of Dr. Martin Luther King's philosophy.
   - write a news story about Dr. Martin Luther King receiving the Nobel Peace Prize.
   - write a human interest story about Dr. Martin Luther King and his family.
   - write an obituary for Dr. Martin Luther King, Jr.
2. Tell students that, although Dr. King was committed to the philosophy of nonviolence, he was the victim many times of violent reactions from others. Have students create and role play a playground scene in which one person maintains nonviolence even in the face of violence from others.
3. Organize a bulletin board or door decorating (classroom doors) project schoolwide in honor of Martin Luther King's birthday. Assign a particular period in Dr. King's life to each class. Ask the class to prepare a display to depict that period. Arrange for every class to visit each display to see and speak with students about their projects.
4. Arrange for a member of the community to visit the classroom. Before the visit, have students prepare interview questions to find out how the fight for equal rights for all Americans has progressed during that person's recollections and experiences.
5. Explain the circumstances and the importance of Martin Luther King's crusade to secure voting rights for all. On three occasions, present to the class several options for homework assignments, classroom activities, or field trips. Try to make all options similarly attractive. Ask class to vote to determine which homework assignment, classroom activity or field trip they will take part in. The whole class must accept and follow the voters' choice. After the three opportunities to vote, ask students how they felt about the chance to vote, and how they would have felt had they been unable to vote. Discuss and relate to voting in local and national elections.
6. Help students find, in books and articles, information about the King children, now grown. Structure a writing experience for students to write letters to the King children, asking them questions about their lives growing up in the family of Coretta and Martin Luther King. Try to find avenues (organizations, publishers, etc.) to reach the King children by mail. If appropriate, mail the letters.
7. Tell students the story of Rosa Parks' refusal to surrender her seat on a bus to a white man. Explain the bus boycotts that followed and the results of such efforts. Pose two situations to students:
   - Almost every student in your school seems to like ice cream. An ice cream truck parks in front of school every day in the spring and fall. The vendor charges 75¢ for a small cone. This price is 25¢ higher than any other place you know. The vendor says the 25¢ extra is for the convenience of buying ice cream near school.
   - You and your friends go to a particular movie theatre every weekend. It is your favorite way to spend Saturday afternoon. You learn that on weeknights the theatre is showing a movie which advocates the slaughter of baby seals. You are strongly against the killing of baby seals.

   Ask students to discuss whether or not boycotting might be an effective strategy in either or both of these situations.
8. Tell students that no group of people has ever been more opposed to Martin Luther King's philosophy than the Ku Klux Klan. Have students research the history, beliefs, and goals of the KKK. Ask them to write a report of their findings including five ways in which the Ku Klux Klan is directly opposed to the teachings and beliefs of Dr. Martin Luther King, Jr.

9. Ask students to name the two Americans who are now honored with a national holiday. If students do not know, tell them that George Washington and Dr. Martin Luther King, Jr. are the two individuals. Mention that Abraham Lincoln's birthday is a New York State, not a Federal, holiday. Compare Dr. King and George Washington. Discuss with students the reasons for establishing national holidays to honor these Americans.*

10. Prepare a bulletin board showing the situation of black Americans prior to Dr. King's entrance upon the national scene and the changes that occurred through his efforts. Photographs, student drawings, excerpts from Dr. King's speeches, student essays and poems might be included in the display.*

11. Distribute a copy of the poem, "I, Too, Sing America" by Langston Hughes, one of the foremost black poets of the 20th century. Read the poem aloud to the class. Have the students complete the worksheet (see next page) and review their responses. Discuss the following questions with students:*

- Who is this poem about? How do you know? What does the poet really mean when he says, "They send me to eat in the kitchen"?
- What does the poet say about the situation of black Americans during the early part of this century? Explain.
- The poet says, "Tomorrow, I'll be at the table when company comes...." What does he mean? Explain.
- Do you think this "tomorrow" has come for black people? Explain your answer.

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* Excerpted from *A Guide to Celebrating Martin Luther King, Jr. Day*, New York City Board of Education, Office of Curriculum Development and Support, Division of Curriculum and Instruction. Used with permission.

A POET'S VIEW OF "SEPARATE BUT EQUAL"

DIRECTIONS: Base your answers to these questions on the poem, "I, Too, Sing America."

1. In this poem, who is the "I" (the speaker)? _____

2. Who is meant by "the darker brother"? _____

3. Who are "they"? _____

4. Why do "they" send "the darker brother" to eat in the kitchen when company comes? _____

5. Tomorrow, what will happen to "the darker brother" when company comes? _____

6. Why does "the darker brother" think he will be treated differently tomorrow? _____

7. What does the speaker mean when he says, "I, too, am America"? _____

8. What is the poet's message? _____

Lesson Plans and Activities for Secondary Grades 7–12

"I have a dream that one day on the red hills of Georgia, sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

"I HAVE A DREAM"
August 28, 1963
Lincoln Memorial
Washington, D.C.

INTRODUCTION

A generation of young Americans has missed the opportunity to experience the presence of Dr. Martin Luther King, Jr. More recently, students in New York State have been made aware of Dr. King's work through the designation of a State holiday in which schools and other agencies and organizations are encouraged to commemorate his birthday in January.

This section of the Resource Guide is directed toward providing teachers with information, resources and materials that can be used at the junior and senior high school levels to help students develop an increased awareness and understanding of the civil rights movement and the role of Dr. King and others who were recognized for their outstanding achievements. Dr. King was especially outspoken in his belief that all individuals must be accorded the same basic human rights under the law, and that the corresponding principles of fairness and equity should apply, regardless of race, religion, ethnicity, national origin or gender.

The strength of Dr. King's conviction was evidenced in his memorable "I Have A Dream" speech when he said, "I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident, that all men are created equal."

Included in this Resource Guide are a number of detailed lesson plans and general instructional activities that focus on the key issues and personalities of the civil rights era, with particular emphasis on Dr. King. You are encouraged to modify these activities as you wish, since one of the purposes in preparing this guide is to provide you with a basis for developing initiatives and ideas that will be especially useful to you in your school and classroom.

It is our desire to give you and your students as much information as possible. However, we realize that the teacher is the key to success in motivating students in their desire to learn more about Dr. King and the history of the civil rights movement in America. We hope that your study of Dr. King and the issues that are raised will be exciting and rewarding.

If you need additonal assistance, please feel free to call upon the Division of civil rights and Intercultural Relations. Staff can be reached at (518) 474-3934.

VOTING: THE STRUGGLE FOR A RIGHT

Although the constitutional right to vote was secured 100 years earlier, only through a crusade led by Dr. King and others were blacks enabled to fully enjoy this right.

OBJECTIVES: Students will name ways in which the Bill of Rights was ignored in an effort to maintain segregation.

Students will demonstrate how voter registration and voter education efforts led to the Voting Rights Act of 1965.

Students will illustrate the importance of exercising their right to vote.

MATERIALS: Copies of the 14th and 15th Amendments to the U.S. Constitution
Copies of the 1965 Voting Rights Act
Copies of letters from Martin Luther King, Jr. to Robert F. Kennedy and John F. Kennedy

TIME: 4-5 class periods

PROCEDURES:

1. Ask students to indicate what they know about the Bill of Rights and other amendments to the U.S. Constitution by making a list of the rights offered to all Americans.
2. Distribute copies of the 14th Amendment to the Constitution and explain to students that this amendment defines citizenship and its privileges.
3. Pass out copies of the 15th Amendment and explain to students its guarantee of the right to vote.
4. Explain that while such documents and statements of rights existed, many blacks did not enjoy these rights.
5. Divide class into groups of four or five students. Ask each small group to choose and research one of the following topics related to Dr. King's voter registration activities. Have each small group prepare and present to the class a 15 minute report of their findings:
   - areas of the United States where voter discrimination prevailed
   - resistance to voter registration efforts
   - poll taxes
   - racial gerrymandering
   - voter literacy tests
   - at-large elections
6. Distribute copies and explain the Voting Rights Act of 1965. Help students see the results of the campaign for voting rights for all.
7. Distribute copies and have students read letters from Martin Luther King, Jr. to Robert F. Kennedy and John F. Kennedy concerning the crusade for voting rights. Discuss the role of these individuals in the crusade.
8. Ask students, now that they perceive more keenly the intensity of the struggle for the right to vote, why they think so many Americans each year do not vote in local, state and national elections. Discuss.
9. Ask students to write a letter to you explaining their plans to take advantage or not take advantage of the right to vote and the reasons prompting such plans. Instead of typical correction procedures, reply to each letter with a brief note responding to the student's view and expressing your own.

(Not dated)

Dear Mr. Kennedy:

I have asserted before that a reign of terror exists in the state of Mississippi. It is corroborated by the bizarre events in Greenwood, Mississippi today. Loosing dogs on people who only wish to register and vote cannot be explained away in any democratic society. It is apparent that law and order have broken down in LeFlore County and police power is being used to intimidate and threaten rather than to protect and keep the peace.

We earnestly urge you as Attorney General, to take whatever steps that are necessary to safeguard the lives and property of voter registration workers and those who apply. There is an absolute need for them to be protected from the violence of police power as well as that of the hoodlum element. I will continue to urge our people in LeFlore to remain nonviolent but it is difficult to predict how much longer the Negro in Mississippi can endure this repeated mayhem and attempted murder.

Very truly yours,

Martin Luther King, Jr.

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March 28, 1963

The President of the United States
The White House
Washington, D.C.

Dear Mr. Kennedy:

Am gravely disturbed by rash of inhuman developments across the South. Last night's shooting of three persons in Ruleville, Mississippi, the vicious burnings of three churches in Lee and Perrell counties, Georgia, the armed attacks on Negroes' homes at Leesburg and Leslie (Ga.), evidenced a pattern of un-American resistance to the Negroes' effort to register and vote.

The hour has come for the Executive branch of our government and the Department of Justice to become concerned agencies and transform investigating action into prosecuting action.

Regret to inform you that I have learned from authentic sources that Negroes are arming themselves in many quarters where this reign of terror is alive. I will continue to urge my people to be nonviolent in the face of bitterest opposition but I fear my counsel will fall on deaf ears if the Federal government does not take decisive action. If Negroes turn to retaliatory violence we shall see a dark night of rioting all over the South.

Very truly yours,

Martin Luther King, Jr., President
Southern Christian Leadership Conference

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CIVIL RIGHTS: INDIVIDUAL CONTRIBUTIONS TO A MAJOR MOVEMENT

In addition to learning about Martin Luther King, Jr., clearly the leading force of the movement, becoming aware of the contributions of other individuals can shape one's understanding of the struggle for civil rights.

OBJECTIVES: Students will explore the philosophies and activities of persons whose influence aided Martin Luther King's press for civil rights.

By understanding the contributions of other individuals, perhaps less known to them, students will gain a clearer view of the civil rights movement.

Students will consider how they use their own spheres of influence to promote justice and equality.

MATERIALS: Library reference materials
A clothesline, clothespins

TIME: 3 class periods

PROCEDURES:

1. Tell students that the efforts of many individuals contributed to the civil rights movement spearheaded by Dr. King. Mention some of these individuals and detail their contributions.
2. Ask each student to choose an individual of particular interest to them. Possibilities include: A. Philip Randolph, Adam Clayton Powell, James Farmer, Kenneth B. and Mamie Clark, Rosa Parks, Ralph Abernathy, Coretta Scott King, Medgar Evers, Andrew Young, Jesse Jackson, Malcolm X, Eldridge Cleaver, Angela Davis, Whitney Young and James Baldwin.
3. Encourage students to investigate the contributions of many individuals. Allow no more than three students to research the life of the same person.
4. Ask students to use the REPORT FORMAT below in preparing a summary of their findings.
5. Hang a clothesline across an area of your classroom to represent a time-line of contributions made by individuals reported upon by students.
6. Ask students to introduce to the class the individuals they researched by speaking briefly (without reading) about the highlights of their discoveries.
7. As each subsequent introduction is made, have the student place the report in chronological order with reports already given.
8. Explain to students that although they may not now or may never have the kind of influence these individuals have had, each person has the potential to influence some others.
9. Ask each student to write a reflective diary entry clarifying instances in which justice and equality have been promoted and areas in which the student might work harder to promote the rights of others.

REPORT FORMAT

1. Identify the civil rights leader whose life you are studying
   - . . . name
   - . . . date and place of birth
   - . . . occupation
2. Summarize the individual's life prior to involvement in the civil rights movement.
3. Explain the individual's contributions to the civil rights movement.
4. Tell about the individual's commitment to nonviolence.
5. Discuss ways in which the individual's efforts expanded the work of Martin Luther King, Jr.

MARTIN LUTHER KING, JR.: A LIFELONG COMMITMENT

The life of Dr. Martin Luther King, Jr., reflects his total dedication to securing full and equal citizenship for all Americans.

OBJECTIVES: Students will relate Martin Luther King, Jr.'s goals to the goals upon which America was built.

Students will examine their present commitments to principles and ideals.

Students will plan fitting observances of the Martin Luther King, Jr. national holiday.

MATERIALS: Copies of Coretta Scott King's remarks at the Presidential signing of legislation establishing Martin Luther King Day
Newsprint and markers

TIME: 1 class period

PROCEDURES:

1. Distribute to students copies of Coretta Scott King's remarks at the presidential signing of legislation to establish the King National Holiday (see page 48).
2. Ask students to think about Mrs. King's statement that Martin Luther King, Jr. "symbolized what was right about America."
3. Introduce to students the titles of two books written by Dr. King: *Stride Toward Freedom* and *Strength to Love*. Place one book title at the top of each of two sheets of newsprint.
4. Ask students to use the book titles as categories to discuss Dr. King's life and to relate his life to what is "right about America." Considering the title *Stride Toward Freedom*, students may respond, for example, that efforts by Dr. King to secure equal employment, education and housing exemplify America's commitment to "liberty and justice for all." Or in relation to the title *Strength to Love*, students may connect Dr. King's constancy of purpose, even amidst life-threatening conditions, to the words of *America* which he quoted, "...sweet land of liberty, of thee I sing."
5. Explain that a closer look at a national hero's commitment can set the tone for a person to examine one's own commitments.
6. Ask students to reflect on the ideals and principles to which they feel truly committed. Students may state, for example, their commitments to family, to friends, to avoiding drugs, to staying in school.
7. Ask students to consider which of these will most likely be lifelong commitments and which commitments they would maintain under life-threatening circumstances.
8. Refer students back to Coretta Scott King's words at the declaration of the national holiday. Remind students that Mrs. King, in such powerful and so few words, summed up Dr. King's historic contribution to America.
9. Explain that some people use national holidays as times to sleep late, to travel, even to watch extra television programs, and never reflect on the reason for the holiday.
10. Ask students to list three ways in which they might suitably observe the Martin Luther King, Jr. holiday. Have students share their suggestions with the class and together compile a list of a dozen or more possible ways to pay tribute to Dr. King on the national holiday.
11. Circulate the suggestions to other teachers and classes.

Remarks by Coretta Scott King at the Presidential signing of legislation establishing Martin Luther King, Jr. Day.

"All right-thinking people, all right-thinking Americans are joined in spirit with us this day as the highest recognition which this nation gives is bestowed upon Martin Luther King, Jr.

"In his own life example, he symbolized what was right about America, what was noblest and best, what human beings have pursued since the beginning of history.

"He was in constant pursuit of truth and when he discovered it, he embraced it. His nonviolent campaigns brought about redemption, reconciliation and justice.

"May we make ourselves worthy to carry on his dream and create the love community."

STRENGTH IN NUMBERS:
GROUPS WHICH INFLUENCED THE CIVIL RIGHTS MOVEMENT

Besides the role of key individuals, groups and organizations strongly affected the civil rights movement.

OBJECTIVES: Students will examine the role of groups and organizations in the civil rights movement.

Students will demonstrate an undertanding of the support and opposition faced by Martin Luther King, Jr. and the civil rights forces.

Students will consider the power of groups in which they do or can hold membership.

MATERIALS: Library reference materials
Copies of Dr. King's "Letter from a Birmingham Jail"

TIME: 3 class periods

PROCEDURES:

1. Distribute copies and read with students "Letter from a Birmingham Jail" by Dr. Martin Luther King, Jr.
2. Focus on Dr. King's reference to extremism in paragraph 4. Explain that extremism, as Dr. King defines it, refers to solid commitment to an ideal or idea. Explain that many people who have such commitments find strength and support for their views by joining and working in groups.
3. Working in pairs, ask students to choose from the list at right a group or organization to research. Have partners gather information to explain what effect the efforts of the group or organization had on the civil rights movement.
4. Ask one partner to present a five minute oral report and the other to present a brief written report of their findings. Have partners decide who delivers which report.
5. Ask students to list the names of any groups to which they belong. Students might list school organizations, religious groups, sports teams. Remind students that by joining any group they endorse the group's goals and ideals.
6. Explain that groups, because of their numbers, can exert considerable power, usually much more than an individual alone can.
7. Ask partners to suggest or invent a group or organization which teenagers might join to have greater influence over conditions they would like changed. As an example, partners might mention SADD, Students Against Drunk Drivers, as a group to join in order to reduce teen deaths on the highway. Partners inventing groups might suggest, for instance, SASSY, Students Advocating a Shorter School Year.
8. Be sure that students realize that one way for an individual convinced of the worth of an idea or cause to grow in power is to band together with others who have equally strong commitments.

Groups and Organizations Affecting the Civil Rights Movement

Anti-Defamation League
Black Panther Party
Civil Liberties Union
Congress of Racial Equality
Federal Bureau of Investigation
John Birch Society
Ku Klux Klan
Mississippi Freedom Democratic Party
Mobilization to End Vietnam War
Montgomery Improvement Association
Nobel Peace Prize Committee
Southern Christian Leadership Conference
Student Nonviolent Coordinating Committee
Supreme Court
The Nation of Islam
United States Civil Rights Commission
United States Department of Justice
White Citizens Council

Other groups and organizations such as political parties, labor unions, and religious and church organizations may be included.

NONVIOLENCE: THE VEHICLE FOR MARTIN LUTHER KING'S MESSAGE

Nonviolence was the basic element of Martin Luther King, Jr.'s crusade for civil rights.

OBJECTIVES: Students will review information about the evolution of nonviolence from the 1940's through the 1960's.

Students will discuss the indirect influence of Mohandas Gandhi's techniques of nonviolence on the civil rights movement in the United States.

Students will consider instances in which they might use nonviolent tactics.

MATERIALS: Library reference materials
The Decision: Dr. Martin Luther King, Jr., a play by Cynthia Mathews, English teacher, Buffalo Academy for Visual and Performing Arts, Buffalo, New York

TIME: 3 class periods (extra time may be needed for rehearsal of play)

PROCEDURES:

1. Ask students what they know about nonviolence. Build on response to arrive at a clear definition. Explain the nonviolent philosophy of Mohandas Gandhi and the enacting of his philosophy in South Africa and India.
2. Describe the activities of A. Philip Randolph of the Brotherhood of Sleeping Car Porters, known as the "American Gandhi."
3. Explain James Farmer's use of passive resistance during the Congress of Racial Equality demonstrations of the 1940's.
4. Show how the work of these men influenced and laid the foundation for Martin Luther King's commitment to nonviolent action.
5. Have students think of instances in their own lives when they have witnessed or participated in any form of violent action in an attempt to solve a problem. Examples students offer might include breaking a toy of a friend who had broken one that belonged to them, or punching someone for name-calling.
6. Ask students to imagine how the situation might have changed had they tried a nonviolent solution.
7. Ask students to write in dialogue form the problem as they remember it. Instead of continuing with the solution as it actually occurred, ask each student to invent the dialogue of a nonviolent solution.
8. Seek volunteers to recreate the problems by acting out the dialogues with the new, nonviolent solutions.
9. Ask students to discuss the merits of these nonviolent solutions. Have students suggest ways in which they might try harder to employ nonviolence as a problem-solving technique in their own lives.
10. To acquaint other students with the nonviolent philosophy central to Martin Luther King's work, have class present the play entitled, *TheDecision: Dr. Martin Luther King, Jr.* by Cynthia Mathews.

The Decision: Dr. Martin Luther King, Jr.

by Cynthia Mathews

Characters:

Teacher
Michael
Michelle
Maia
Manh
Stokely Carmichael
Malcolm X
Dr. Martin Luther King, Jr.

As the *audience* enters the theatre, the lights should be just low enough for ushers to escort the *audience* to their seats.

Setting: Stage should actually reflect two independent settings.
First and primary should be a "classroom" and secondly a "jail cell," illusionary but essential.

Visual: Filmstrip (15-20 min.): *Rev. Dr. Martin L. King, Jr. 1929-1968*, Singer SVE, Society for Visual Education, Inc., 1972. Available from Afro-Am. See Appendix.

Sound: Cassette

Teacher: Michael, will you please shut off the projector. Before we looked at this film, Michael asked me who Dr. Martin Luther King, Jr. was and what he had done to become so important. Now I ask you, Michael, can you tell me who Dr. Martin Luther King, Jr. was and why he became famous?

Michael: He was a black man who helped his people.

Michelle: Yes, but according to the film, Dr. King was interested in helping all people who were poor and in need.

Teacher: Can you give me an example?

Michelle: Yes. When he was assassinated on April 4, 1968, in Memphis. He was there in support of a strike by sanitation workers.
(LIGHTS SHOULD FADE DOWN ON *TEACHER* AND PICK UP ON *STRIKERS*, BUT *TEACHER'S* VOICE STILL HEARD.)

Teacher: Yes, Dr. Martin Luther King, Jr.'s popularity had grown by leaps and bounds, and he was constantly being called upon for advice. Dr. King was in the process of organizing his Poor People's March on Washington when he was consulted as "the Philosopher of Nonviolence" about the plight of striking garbage collectors in Memphis, Tennessee. These garbage collectors were working under poor conditions and for very low wages. They had been on strike for two months and the mayor had refused even to consider the workers' request for a modest wage increase.
(SPOT SHOULD COME UP ON CLASSROOM.)

Michael: Why did he go around helping people?

Teacher: Dr. King had proved himself to be a person of great dedication with serious concerns about the various discriminations suffered by Americans. His reputation for being fair and just on such issues had spread, and his popularity made him a man in demand to settle potentially violent matters with a very peaceful approach.

Maia: How was he able to remain peaceful while people treated him so badly?

Teacher: Dr. King became internationally known as an advocate for Mohandas Gandi's theories of passive resistance.
(WHILE *TEACHER* EXPLAINS "PASSIVE RESISTANCE" TO THE CLASS THE LIGHTS DIM OFF THE CLASSROOM SCENE AND A SPOT COMES UP ON DR. KING, SITTING IN A JAIL CELL. THE *TEACHER'S* VOICE IS STILL HEARD.)

Teacher: "Passive" means not opposing. So when you engage in passive resistance, you receive or suffer the offenses of your opponent without resistance, thus exposing the opposition's wrongdoings.
(LIGHTS SHOULD FADE OFF CLASSROOM.)

Dr. King: (Excerpts from a "Letter from a Birmingham Jail," April 16, 1965)

Let us consider a more concrete example of just and unjust laws. An unjust law is a code by which a numerical or power majority group compels a minority group to obey, but does not make it binding on itself. This is *difference* made legal. By the same token, a just law is a code by which a majority compels a minority to follow and that it is willing to follow itself. This is *sameness* made legal.
(LIGHTS FADE DOWN ON DR. KING AND SPOT PICKS UP CLASSROOM.)

Maia: Were there other black leaders who helped Dr. King in his fight for peace?

Teacher: Yes, there were several other leaders and organizations addressing these issues about racism and discrimination.

The NAACP had a history of fighting racism, but often it took a long drawn out court procedure which wasn't always apparent to the masses of the people. Change was slow and in many instances painful. Roy Wilkins was the national president of this organization.

Then there was Malcolm X, a young minister in a Muslim organization called the Nation of Islam. He subscribed to the philosophy of his religious beliefs that the white man was the "devil" and was to be avoided by blacks. Because of this belief and this philosophy of separatism for black people, he was labeled militant.
(LIGHTS GO DOWN ON CLASSROOM AND UP ON MALCOLM X AND MARTIN SIMULTANEOUSLY.)

Malcolm X: (Excerpt taken from *The Autobiography of Malcolm X*)
"How can the white American government figure on selling 'democracy' and 'brotherhood' to non-white peoples – if they read and hear every day what's going on right here in America, and see the better-than-a-thousand-words photographs of the American white man denying 'democracy' and 'brotherhood' even to America's native-born non-white?...Such a faithful, loyal non-white as this – and jails him by the thousands, and beats him bloody, and inflicts upon him all manner of other crimes."

Martin: All segregation statutes are unjust because segregation distorts the soul and damages the personality. It gives the segregator a false sense of superiority and the segregated a false sense of inferiority....
(LIGHTS DIE DOWN, STAGE SHOULD BE IN TOTAL DARKNESS.)

Manh: Were any young people involved?

Teacher: Yes. SNCC (pronounced "snick" and standing for Student Nonviolent Coordinating Committee) was founded in April, 1960. These students were very instrumental in the success of the sit-ins and the voting rights drive staged throughout the South; and in 1966 when Stokely Carmichael took command of the Student Nonviolent Coordinating Committee, he coined the slogan "Black Power."
(LIGHTS DOWN ON CLASSROOM AND UP ON STOKELY CARMICHAEL.)

Stokely: (Yelling with intense, outraged fury)

People: Black Power! Black Power! Black Power!

Stokely: Black Power! Black Power! Black Power! Blacks will never be free in America until we cut ourselves off from white leadership, form our own organizations, banks, businesses and political parties, and write our own history. Black Power! Black Power!

People: Black Power!
(LIGHTS FADE DOWN ON CROWD AND PICK UP MALCOLM X.)

Malcolm: Is it clear why I have said that the American white man's malignant superiority complex has done him more harm than an invading army?
(LIGHTS FADE DOWN ON MALCOLM AND PICK UP ON CLASSROOM.)

Teacher: After the success of the 1955 bus boycott in Montgomery, Alabama in 1957, Dr. King formed the Southern Christian Leadership Conference (SCLC) to encourage blacks to break down the nation's racial barriers by peaceful means.

As you can see, there was great division among black leaders as to what action should be taken to fight this veil of racism, shadowing over America's people.

Beginning in 1965 and extending through 1967, over 100 riots broke out across America. Urban violence signaled that the civil rights revolution was shifting from the South to the North.
In the words of Charles Dickens from his most popular novel, *A Tale of Two Cities*, "It was the best of times, it was the worst of times."
(Marchers carrying letters, "March On Washington – 1968")

Manh: It appears to me that the American people's decision to accept Dr. Martin Luther King's philosophy of passive resistance for civil rights was accented during the 1963 historic March on Washington, which was an unprecedented gathering of black and white leaders and more than 250,000 marchers, all demonstrating for civil rights. Did Dr. King ever march in the North to help combat the unrest found in the cities there?

Teacher: Yes. The rebellions were at first entirely spontaneous and unorganized eruptions, but they had an underlying drive, a basic logic: most of the attacks and looting were directed against white merchants who had exploited the black community.

More and more, the people began to organize in their opposition to such issues as voter registration and union representation.

Now, Michael, we have had quite a lengthy discussion about Dr. King. Can you profile his life in a summary for the class?
(MICHAEL STANDS UP AND MOVES TO CENTER STAGE. WHILE THE LIGHTS FADE ON CLASSROOM, THE NATIONAL ANTHEM IS HEARD PLAYING SOFTLY IN THE BACKGROUND.)

Michael: (Excerpt taken from *Ebony-Pictorial History*)
Before his death at the age of thirty-nine, Martin Luther King, Jr. had won the world's respect and admiration as a leader of the civil rights protests that began with the Montgomery Bus Boycott in 1955 and ended with his assassination in Memphis on April 4, 1968. In one confrontation after another he urged nonviolence, and masses of people responded by restraining themselves despite the most flagrant provocations. His followers in these dangerous, but necessary, protests and demonstrations acquired a new sense of pride and dignity as they knocked down some of the old feudal barriers.

While many of the black militants disapproved of Dr. King's goals and tactics, none questioned his courage and dedication. Despite the formation of such radical organizations, and the increasingly radical programs of SNCC, he steadfastly maintained a faith in nonviolence as a means of achieving black liberation.

(LIGHTS SHOULD BLINK OFF LEAVING ONLY A PROJECTED PICTURE OF DR. KING, JR. SHOWING ON A SCREEN AND THE SOUND OF THE NATIONAL ANTHEM IN THE BACKGROUND. AT THE END OF THE MUSIC, HOUSE SHOULD GO BLACK.)

THE END

PRODUCTION NOTES

Playing Time:	80 minutes (includes showing of filmstrip)
Cast:	4 males, teacher (optional), 3 females
Stage Furniture:	4 desks and 4 chairs, portable chalkboard, film projector and cassette player, screen, bench and a facsimile of prison bars
Hand Properties:	picket signs, letters
Costumes:	Modern American
Lights:	mainly color spots fading in and out on settings; no special effects; SCRIM could be used to project following:
	a) picketers
	b) crowd with Stokely Carmichael
	c) marchers with letters

ADDITIONAL INSTRUCTIONAL ACTIVITIES
GRADES 7-12

1. Divide class into groups of 3-4 students. Have each group prepare a world map to pinpoint the countries and cities in which Dr. King resided, attended school, visited, spoke or conducted other civil rights activities. Have each group appoint one of its members to show and explain the map to the class. Compare findings of various groups. Display maps in the classroom.

2. Ask students to prepare and present a report to the class, either oral or written, to depict the awarding of the Nobel Peace Prize to Dr. Martin Luther King, Jr. Points to be covered include:
   - what the Nobel Peace Prize is
   - previous and subsequent prize winners
   - why Dr. King was selected
   - Dr. King's comments on accepting the prize
   - the use Dr. King made of the prize money

3. Ask students to imagine the grief and loss felt by Coretta Scott King and her children at Dr. King's death. Have students write letters to Mrs. King or the King children to express their sympathy at the loss of a monumental American leader, husband and father.

4. In 1963, *Time* magazine designated Dr. Martin Luther King, Jr. as "Man of the Year." Have students imagine that readers of *Time* can nominate individuals for this honor. Ask students to write a letter to the editor of *Time* magazine nominating Dr. King for the "Man of the Year" award.

5. To help students feel more fully the experience of discrimination, arrange seats in the classroom to resemble seats on a bus. Role play with students the 1955 action of Mrs. Rosa Parks to refuse to give up her seat on a bus to a white man, as Alabama law dictated she must.

6. Have students research, compare and contrast educational opportunities provided or denied to blacks through the 1896 decision in *Plessy vs. Ferguson* and the 1954 decision in *Brown vs. Board of Education*.

7. Explain how very successful Martin Luther King, Jr. was in school. Ask students to research the details of Dr. King's education and to explain how his years of schooling prepared him for his role as a nonviolent leader.

8. Explain that Dr. Martin Luther King, Jr. spoke out firmly against the war in Vietnam, calling it a "tragic adventure." Ask students to research Dr. King's involvement in protesting the war in Vietnam and the relationship of his protests to the civil rights movement in the United States.

9. Have students read and discuss the 13th, 14th and 15th Amendments to the Constitution as Reconstruction amendments. List on the chalkboard and discuss the following terms: involuntary servitude; due process, rights and immunities, equal protection; and the right to vote. Introduce and discuss with students the Black Codes to see how some southern states tried to circumvent these amendments. Have students prepare and display posters that illustrate in everyday language the substance of these laws and amendments.

10. Read and discuss the Civil Rights Acts of 1866, 1875, 1957, 1960, 1964 and 1968. List and compare the rights guaranteed to all people in each of the Acts. Have students develop vignettes about what might happen to an individual who was not guaranteed these rights.

11. Additional letters, telegrams and photographs are included in the Appendix to this Resource Guide. These may be used to develop other activities based upon the interests, abilities and skills of students in your school or classroom.

ANNOTATED BIBLIOGRAPHY

This bibliography contains books, audiovisual materials and other resources for the classroom teacher as background information to use with students in grades K-12. Books and audiovisual materials that are currently in-print have been reviewed and annotated. Other books and materials are included which are out-of-print, but may be obtained through your school or public library. Consult with your librarian to determine which materials are available in your area. You may also contact the resource centers listed, or Division staff, for further information and assistance.

BOOKS (in-print)

The following books are currently *in-print*. They can be purchased or obtained through interlibrary loan.

By Martin Luther King, Jr.

Strength to Love. Philadelphia: Fortress Press, 1963.
King's sermons delivered during the time of the Montgomery Bus Boycott.

Where Do We Go from Here: Chaos or Community? New York: Harper and Row, Publishers, 1967.
King discusses the racial situation, "Black Power" and the Meredith March.

Why We Can't Wait. New York: Harper and Row, Publishers, 1963.
King's story of the Birmingham campaign.

About Martin Luther King, Jr.

*Alico, Stella H. *Benjamin Franklin/Martin Luther King, Jr.* Pendulum Illustrated Biography Series. West Haven, CT: Pendulum Press, Inc., 1979.
An illustrated biography which describes the major events in Dr. King's life.

Ansbro, John J. *Martin Luther King, Jr.: The Making of a Mind*. New York: Orbis Books, 1982.
Reviews King's philosophy of nonviolence, ethics, the civil rights movement and the role of churches in social change.

Bennett, Lerone, Jr. *What Manner of Man: A Biography of Martin Luther King, Jr.* Chicago: Johnson Publishing Company, Inc., 1968.
An early biography on King's life through his acceptance of the Nobel Peace Prize. Epilogue written after King's death.

Davis, Lenwood. *I Have a Dream: The Life and Times of Martin Luther King, Jr.* Westport, CT: Greenwood Press, 1969. (reprint)
A detailed biography including texts of some of King's most famous speeches.

*deKay, James T. *Meet Martin Luther King, Jr.* New York: Random House, Inc., 1969.
Provides good coverage of the major aspects of Dr. King's life. Pictures and bold print provide easy reading.

Fisher, William H. *Free At Last: A Bibliography of Martin Luther King, Jr.* Metuchen, NJ: The Scarecrow Press, Inc., 1977.
An annotated bibliography which attempts to compile material by and about Martin Luther King, Jr. and his involvement in the civil rights movement.

Garrow, David J. *The FBI and Martin Luther King, Jr.* New York: Penguin Books, 1983 and *The FBI and Martin Luther King, Jr.; From "SOLO" To Memphis*. New York: W.W. Norton and Co., 1981.
The FBI's relentless campaign against Dr. King which included letters, bugging and eavesdropping. Available in paperback and hardcover under different titles.

*Harris, Jacqueline L. *Martin Luther King, Jr.* An Impact Biography. New York: Franklin Watts, 1983.
A biographical sketch of King's lifelong struggle to end discrimination.

*Haskins, James. *The Life and Death of Martin Luther King, Jr.* New York: Lothrop, Lee and Shepard Co., 1977.
Covers King's involvement in the civil rights movement and the unanswered questions concerning his assassination.

Krondrashov, Stanislav. *The Life and Death of Martin Luther King*. Moscow: Progress Publishers, 1981.
Written on the basis of personal observations of a Russian journalist working as a correspondent in America during the 1960's, his endeavors to understand the issues involved in the civil rights movement and Dr. King's dedication to it.

Lewis, David L. *King: A Biography*. 2nd ed. Chicago, IL: University of Illinois Press, 1978.
Analysis of King's major rights drives and their success or failure.

Lincoln, C. Eric. *Martin Luther King, Jr.; A Profile*. Revised edition. New York: Farrar, Straus and Giroux, Inc., 1985.
A collection of interpretive essays about Dr. King by both blacks and whites. This revised edition includes a new introduction, new essays and bibliographic materials.

Lomax, Louis E. *To Kill A Black Man*. Los Angeles: Holloway House Publishing Co., 1968.
A comparison of the lives of King and Malcolm X.

*Millender, Dharathula H. *Martin Luther King, Jr.: Young Man with a Dream*. Childhood of Famous Americans Series. Indianapolis: The Bobbs-Merrill Company, Inc., 1983.
A biography on King written specifically for young readers.

Newton, Michael. *A Case of Conspiracy*. Los Angeles: Holloway House Publishing Co., 1980.
Delves into the facts surrounding the assassination of Dr. King and raises questions about the case.

Oates, Stephen B. *Let the Trumpet Sound; The Life of Martin Luther King, Jr.* New York: Harper and Row, Publishers, 1982.
A major biography on King which encompasses both his public and private life.

*Preston, Edward. *Martin Luther King; Fighter for Freedom*. Garden City, NY: Doubleday and Company, Inc., 1968.
Discusses the major aspects of King's career.

Schulke, Flip, ed. *Martin Luther King, Jr.: A Documentary-...Montgomery to Memphis*. New York: W.W. Norton and Company, Inc., 1976.
Pictorial biography of King from the boycott to his assassination.

Smith, Ervin. *The Ethics of Martin Luther King, Jr.* Studies in American Religion, Volume 2. New York: The Edwin Mellen Press, 1981.
An analysis of King's thoughts on Christian ethics.

Stevens, Larry. *Martin Luther King, Jr.; The Philosophy of Non-violence*. Stockton, CA: Relevant Instructional Materials, 1978.
A mini-play to involve students in the life-or-death decisions which Dr. King faced.

*Thompson, Marguerite C. *Dr. Martin Luther King, Jr.; A Story for Children*. New York: Family Development Association, Inc., 1977.
A short biography which emphasizes King's positive family life.

Weisberg, Harold. *Frame-Up; The Martin Luther King/James Earl Ray Case*. New York: Outerbridge and Dienstfrey, 1971.
Presents information about King's assassination and the investigation of the case against James Earl Ray.

BOOKS (out-of-print)

The following books are *out-of-print*. Ask your librarian to secure those which interest you through interlibrary loan. Those listed are only some of the excellent sources of information available on Dr. King.

By Martin Luther King, Jr.

I Have a Dream. New York: Time-Life Books, 1968.
The text of King's most popular speech.

The Trumpet of Conscience. New York: Harper and Row Publishers, 1967.
King's philosophy on nonviolence, the war in Vietnam, the role of youth and a hope for world peace.

*Juvenile literature.

About Martin Luther King, Jr.

Bishop, James. *The Day of Martin Luther King, Jr.* New York: G.P. Putnam's Sons, 1971.
Describes King's career as an outstanding civil rights leader and strategist. Covers the events surrounding the assassination.

Bleiweiss, Robert M., ed. *Marching to Freedom: The Life of Martin Luther King, Jr.* New York: New American Library, 1968.
Includes King's childhood, major campaigns and his assassination.

*Boone-Jones, Margaret. *Martin Luther King, Jr.; A Picture Story*. Chicago: Children's Press, 1968.
Overall view of King's life.

*Clayton, Ed. *Martin Luther King: The Peaceful Warrior*, 3rd ed. Englewood Cliffs, NJ: Prentice-Hall, 1970.
Provides good treatment of King's childhood, education and marriage. Includes words and music of "We Shall Overcome."

Frank, Gerold. *An American Death: The True Story of the Assassination of Dr. Martin Luther King, Jr. and the Greatest Manhunt of Our Time*. Garden City, NY: Doubleday and Co., Inc., 1972.
Covers King's assassination and the search for, capture and trial of James Earl Ray.

Lokos, Lionel. *House Divided; The Life and Legacy of Martin Luther King*. New York, Arlington House, 1968.
An analysis of King's major rights campaigns.

McKee, Don. *Martin Luther King*. New York: G.P. Putnam's Sons, 1969.
Overall view of King's life.

*Patterson, Lillie. *Martin Luther King, Jr.; Man of Peace*. Champaign, IL: Garrard Publishing Co., 1969.
Describes King's early life and career up to his acceptance of the Nobel Peace Prize.

Reddick, L.D. *Crusader Without Violence: A Biography of Martin Luther King, Jr.* New York: Harper and Brothers, Publishers, 1959.
A good description of King's youth, education and the Montgomery Bus Boycott.

Rowe, Jeanne A. *An Album of Martin Luther King, Jr.* New York: Franklin Watts, Inc., 1970.
A pictorial study of King's life.

*Stevenson, Janet. *The Montgomery Bus Boycott*. New York: Franklin Watts, Inc., 1971
The boycott and King's rise to national leadership as a result of his involvement.

*Wilson, Beth P. *Martin Luther King, Jr.* New York: G.P. Putnam's Sons, 1971.
Covers the major segments of King's career.

*Young, Margaret B. *The Picture Life of Martin Luther King, Jr.* New York: Franklin Watts, Inc., 1968.
A pictorial biography on Dr. King.

TEACHING AIDES

The following key is used to identify the appropriate grade level:

elementary (e)
junior high school (j)
senior high school (s)
adults (a)

"Black Heritage; Martin Luther King, Jr."

Cassette tape 20 min. 1970 e-j

The tape presents segments on Dr. King's life from his childhood through his assassination.

Available from: Imperial International Corporation, 329 E. Court Street, Kankakee, IL 60901.

"A Day To Remember: August 28, 1963"

Videotape 29 minutes B/W 1978 j-s-a $90 Rental

This is a documentary about the 1963 civil rights demonstration in Washington, D.C. led by Dr. Martin Luther King, Jr. The tape includes Dr. King's address.

Produced by KTCA, St. Paul, MN. Available from: PBS Video, The Best of Public Television, 475 L'Enfant Plaza, Washington, D.C. 20024, (1-800-424-7963).

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*Juvenile literature.

"I Have A Dream: Life of Martin Luther King"

16 mm film 35 minutes B/W 1968 j-s-a $18 Rental

I Have A Dream explores the factors that shaped the life of Martin Luther King and drove him to a place of leadership among blacks. It also provides a chronology of the American civil rights movement.

Produced by BFA. Available from: Film Rental Center of Syracuse University, 1455 East Colvin Street, Syracuse, NY 13210, (315) 479-6631.

"Martin Luther King: Amazing Grace"

16 mm film 62 minutes Color 1979 j-s-a $48 Rental

Amazing Grace is a powerful and evocative portrait of the late civil rights leader, in which Dr. King narrates his own story of nonviolence.

Produced by McGraw-Hill. Available from Syracuse University.

"Martin Luther King: Assassin Years"

16 mm film 26 minutes Color 1978 j-s-a $25 Rental

The actor who plays the part of Dr. King blends new dramatized sequences filmed in Montgomery with historical footage to recapture the great crusade of Martin Luther King, Jr.

Produced by Antron Educational Films. Available from Syracuse University.

"Martin Luther King: From Montgomery to Memphis"

16 mm film 27 minutes B/W 1970 j-s-a $15 Rental

Under the active guidance and leadership of Dr. Martin Luther King, Jr., a mass movement developed to oppose the pervasive system of segregation in the south. A historical perspective of the bus strike, March on Washington, and Dr. King's assassination is presented from actual footage.

Produced by BFA. Available from Syracuse University.

"Martin Luther King: The Man and the March"

16mm film 83 minutes B/W 1968 j-s-a $28 Rental

This documentary of the Poor People's March on Washington in 1968 presents a realistic and moving portrait of Dr. King's efforts to organize the March. The sound track is not always clear, but the film presents a realistic moving portrait of the man.

Produced by National Education TV, WNET. Available from: University of California, Extension Media Center, Berkeley, California 94720, (415) 642-0460.

"Martin Luther King: We Shall Overcome"

16 mm film 10 minutes B/W 1965 s-a $8 Rental

A powerful social documentation which uses the theme song of the civil rights movement to express the spirit and hope of the people engaged in their struggle for civil rights.

Produced by CCM. Available from Syracuse University.

"Martin Luther King, Jr."

16 mm film 24 minutes Color 1971 j-s-a $22 Rental

Documentary film is used as three of King's closest friends and his wife, Coretta, voice their sentiments and assessments of his leadership in the civil rights movement.

Produced by Encyclopaedia Britannica. Available from Syracuse University.

"Martin Luther King, Jr.: Man of Peace"

16 mm film 30 minutes B/W 1968 j-s-a $13 Rental

Some of the major events of Martin Luther King's career, particularly his reception of the Nobel Peace Prize in 1964 are reviewed in this film.

Produced by Journal Films. Available from Syracuse University.

"Non-Violence: Gandhi and King"

16 mm film 15 minutes Color 1976 j-s-a $14 Rental

Subtitled, "The Teacher and the Pupil," this film examines the parallels between Mohandas Gandhi's philosophy of nonviolent demonstration and that of his student, Dr. Martin Luther King.

Produced by Pictural Films. Available from Syracuse University.

"Quest For Equality (1910 to Present); Martin Luther King, Jr."

filmstrip/cassette tape 30 minutes 1970 j-s

This filmstrip on Dr. King's life is one in a series on the civil rights movement in America. Texts and recordings are also available.

Produced by and available from: Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611.

Supplementary materials are available for all grade levels. Numerous posters, filmstrips, cassettes, books, records, portfolios, pictures, transparencies, games and multi-media kits have been developed about Dr. King and the civil rights movement by several major publishing companies. Most of these can be obtained by contacting Afro-Am Inc., 910 So. Michigan Ave., Chicago, IL 60605, (312) 922-1147.

INFORMATION RESOURCES

New York Public Library
Shomburg Center for Research in Black Culture
103 West 135th Street
New York, New York 10030
(212) 862-4000

The Shomberg Center contains the largest collection of data on blacks in the United States. Field trips are encouraged to view the art collection, artifacts and audiovisual materials that are on display.

New York Public Library
Countee Cullen Branch
104 West 136th Street
New York, New York 10030
(212) 930-0800

The Countee Cullen Branch has an extensive collection of Afro-American children's literature which may be used with all students from preschool through high school. The collection is continuously updated. A bibliography entitled, *The Black Experience in Children's Books* is available for $1.00 from the Office of Branch Libraries, The New York Public Library, 455 Fifth Avenue, New York, NY 10016.

The Martin Luther King, Jr. Center
For Non-Violent Social Change, Inc.
449 Auburn Avenue, N.E.
Atlanta, Georgia 30312
(404) 524-1956

The King Center is the only "official" national memorial dedicated to the name and memory of Dr. Martin Luther King, Jr. The Center offers a wide variety of books, records, tapes, quotations, posters, pictures and miscellaneous items.

Film Rental Center of Syracuse University
1455 East Colvin Street
Syracuse, New York 13210
(315) 479-6631 or 423-2452

The Center offers film rental services covering a variety of subjects. These are available to all schools, colleges and educational agencies. A film catalog is available upon request; rental fees are reasonable. New materials are continually added to this collection.

Appendix

BEST COPY AVAILABLE

December 14, 1961

Mr. Edward D. Ball, Editor
THE NASHVILLE TENNESSEAN
1100 Broadway
Nashville, Tennessee

Dear Mr. Ball:

It is very seldom that I attempt to answer the numerous criticisms and misinterpretations of my work and ideas. However, a misinterpretation which appeared in your paper a few days ago is so glaring that I feel compelled to answer it. In an editorial entitled "Dr. King Does His Cause a Dis-Service" you gave the impression that I had advocated that the Negro turn to a new ideology in his struggle for freedom and human dignity--the ideology being either Communism or the Muslim Movement. Such an idea is so far out of harmony with my general thinking that I am sure many people will wonder why I even take the time to answer it. Maybe I should give you just a little background of the situation that led to the false impressions given by several news channels.

I was appearing on a television program called "Open Circuit" in Cleveland, Ohio in which I was called upon to answer questions which came from the general public. One of the questions that came in was: "If the Negro does not receive freedom within a certain period of time, will he return to Communism or some other movement such as the Muslim Movement?" My answer was simply this: "There can be no doubt that if the problem of racial discrimination is not solved in the not too distant future, some Negroes, out of frustration, discontent, and despair will turn to some other ideology. However, it is amazing and commendable that so few have turned to the Communist movement in spite of extreme proselytizing on the part of the Communists. I think this can be attributed to the fact that the vast majority of Negroes have found a ray of hope in the framework of American democracy." How anyone can take this analysis of an actual situation on my part and interpret it as advocacy of turning to a new ideology is a mystery to me. Certainly, I would not be true to the facts if I gave the impression that some Negroes would not turn to new ideologies such as the Muslim Movement and even Communism if the problem of racial discrimination is not solved. The week before I appeared on the television program in Cleveland it was reported in the press that one of the most brilliant Negro scholars in America had joined the Communist Party, and many authorities estimate that the Muslim Movement has a following of more than 75,000. In a real sense, the growth of this Movement is symptomatic of the deeper unrest, discontent and frustration of many Negroes because of the continued existence of racial discrimination. To acknowledge this basic fact is not to advocate turning to this movement or justify its validity. Suffice it to say that I can see no greater tragedy befalling the Negro than a turn to either Communism or Black Nationalism as a way out of the present dilemma. It is my firm conviction that Communism is based on an ethical relativism, a metaphysical materialism, a crippling totalitarianism, and a denial of freedom which I could never accept. Moreover, the Black Nationalism is

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based on an unrealistic and sectional perspective that I have condemned both publicly and privately. It ends up substituting the tyranny of black supremacy for the tyranny of white supremacy. I have always contended that we as a race must not seek to rise from a position of disadvantage to one of advantage, thus subverting justice. Our aim must always be to create a moral balance in society where democracy and brotherhood will be a reality for all men.

May I say in conclusion that the Negro is American in culture, language, and loyalty and I am convinced that the vast majority of us will continue to struggle with the weapons of love and non-violence to establish a better social order. Fortunately, we are making significant strides, and with such progress being made I am confident that the number of Negroes turning to other ideologies will continue to remain relatively small.

I hope this clears up my thinking, and I am sorry that the public has been given the impression that I have advocated that the Negro turn to a new ideology. I only advocate adhering to an ideology as old as the insights of Jesus of Nazareth and as meaningful as the techniques of Mohandas K. Gandhi.

Sincerely yours,

Martin Luther King, Jr.

km

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WESTERN UNION
TELEGRAM

SF-1201 (4-60)

W. P. MARSHALL, PRESIDENT

SYMBOLS
DL = Day Letter
NL = Night Letter
LT = International Letter Telegram

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination

25 8P CST SEP 24 62 NSA370

NS NA186 PD WUX NEW YORK NY 24 318P EDT

DR. MARTIN LUTHER KING JR., PRESIDENT, SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE

THE GASTON MOTEL BHAM

ATTENTION: MR. WALKER

IN THE NAME OF THE OFFICERS AND MEMBERS OF THE BROTHERHOOD OF SLEEPING CAR PORTERS I HAIL, SALUTE AND CONGRATULATE DR. MARTIN LUTHER KING UPON HIS FEARLESS, ABLE, AGGRESSIVE AND DEDICATED LEADERSHIP OF THE CAUSE OF CIVIL RIGHTS WITH A PHILOSOPHY OF NON-VIOLENCE AND GOODWILL DIRECT ACTION, NOT ONLY IN THE SOUTH BUT THROUGHOUT THE NATION. LET ME ASSURE HIM AND HIS COWORKERS OF OUR COOPERATION AND OUR PRAYERS.

A. PHILIP RANDOLPH

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WESTERN UNION
TELEGRAM

SF-1201 (4-60)

W. P. MARSHALL, PRESIDENT

SYMBOLS
DL = Day Letter
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1050A CST SEP 24 62 NSA 183

NS BMB 133 PO GOVT WUX TOBM PWS WASHINGTON DC 24 1042A CST

SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE

ATTN REV WYATT T WALDER THE GASTON MOTEL BHAM

THE OBJECTIVE OF THE SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE, NOW HOLDING ITS ANNUAL CONVENTION, IS TO SECURE THE RIGHTS OF CITIZENSHIP FREE FROM DISCRIMINATION ON ACCOUNT OF RACE OR COLOR. I BELIEVE THIS COUNTRY HAS MADE GREAT PROGRESS TOWARD THIS GOAL. AS THE PRESIDENT SAID IN HIS EMANCIPATION CENTENNIAL MESSAGE: "THE LAST GENERATION HAS SEEN A BELATED, BUT STILL SPECTACULAR, QUICKENING OF THE PACE OF FULL EMANCIPATION...IT HAS BEEN A STRIKING CHANGE, AND A CHANGE WROUGHT IN LARGE MEASURE BY THE COURAGE AND PERSEVERANCE OF NEGRO MEN AND WOMEN...AND THE TASK IS NOT FINISHED." THE DEPARTMENT OF JUSTICE HAS TAKEN ACTION AND WILL CONTINUE TO TAKE ACTION TOWARD ACHIEVING THOSE RIGHTS GUARANTEED TO ALL BY THE CONSTITUTION. AS YOU KNOW, THE FEDERAL GOVERNMENT HAS A SPECIAL STATUTORY RESPONSIBILITY TO PROTECT THE FRANCHISE, AND IT IS MY BELIEF THAT THE EXERCISE OF THE RIGHT TO VOTE WILL BE THE MOST EFFECTIVE MEANS FOR ELIMINATING CONTINUED DISCRIMINATION AND INJUSTICE. RESPONSIBLE EFFORTS BY GROUPS SUCH AS YOURS TO INFORM CITIZENS OF THEIR RIGHTS UNDER THE CONSTITUTION AND FEDERAL AND STATE LAWS AND ENCOURAGING THEM TO VOTE ASSIST US IMMEASUREABLY IN FULFILLING THIS RESPONSIBILITY. I CONGRATULATE YOU AND URGE YOUR CONTINUED SUPPORT AND ENCOURAGEMENT TO THE END. SINCERELY,

ROBERT F. KENNEDY, ATTORNEY GENERAL

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March 26, 1963

Mr. Ernest Dunbar
LOOK
488 Madison Avenue
New York 22, New York

My dear friend Mr. Dunbar:

I have been intending to write you ever since your excellent article appeared in LOOK magazine, but as usual a breathtaking schedule has stood in the way of my being prompt in correspondence.

I simply want to thank you for what I consider the most objective, moving, and sympathetic article that has been written on me and my work in any major magazine. Your lucid style and beautiful writing flow added verve and life to the whole article. You also evinced a profound grasp of my humble efforts in the nonviolent thrust to truly democratize America. As I have journeyed over the country in the last few weeks, I have heard nothing but flowing words of praise for your article. I am sure that it will bring about a broader understanding of what we are seeking to do and will engender new levels of support. Incidently, I have the impression that the article was widely read by white southerners. This is most significant. Maybe they will see me now as a human being with a love for democracy rather than a sub-human rabble rouser with violent horns.

I hope things are going well with you. It was certainly a joy to meet you and to come to know you. I hope our paths will cross again in the not too distant future. Best wishes to you in your significant work. You are a real credit to the Negro race, and indeed to the human race. LOOK magazine is all the better because of your being there.

Sincerely,

Martin Luther King, Jr.

km

Dictated by Dr. King, but signed in his absence.

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DEC 6 1963

THE WHITE HOUSE

WASHINGTON

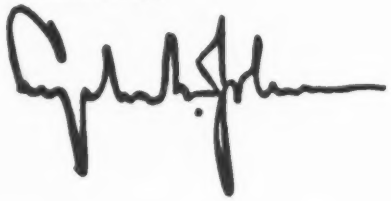
December 2, 1963

Dear Dr. King:

I was most gratified by your warm sympathetic telegram. I wish to extend to you personally every assurance that I shall continue the great struggle for civil rights that was commenced so long ago, but strengtened and invigorated by President Kennedy.

Kindest personal regards,

Sincerely,



The Rev. Dr. Martin Luther King, Jr.
President, Southern Christian Leadership
Conference
334 Auburn Avenue, NE
Atlanta, Georgia

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January 27, 1965

Dear Martin:

Your warm and thoughtful letter of the sixteenth was much appreciated. Happy and I enjoyed tremendously the pleasure of having you and your family with us at luncheon following your triumphant return from the Nobel Peace Prize Award ceremonies.

I must say that your remarks at the Rally the night before the luncheon about coming down "off the mountain" proved to be all too prophetic. We all read with deep concern and sadness the reports in the press of the renewal of attacks against you personally. I hardly need add that we applaud and admire your dedication to the most fundamental of all teachings -- respect for the worth and dignity of every individual.

I am sure you know that Happy and I will continue to follow your efforts in Selma and elsewhere with deep interest.

We join in warm regard to you and to your wife, and, of course, to your father and mother.

Sincerely,

Nelson A. Rockefeller

Dr. Martin Luther King, Jr.
President, Southern Christian
Leadership Conference
334 Auburn Avenue, N. E.
Atlanta, Georgia 30303

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PERSONAL AND UNOFFICIAL

PRESIDENT OF THE BOROUGH OF MANHATTAN
CITY OF NEW YORK
NEW YORK 7, N. Y.

March 4, 1965

Rev. Dr. Martin Luther King, Jr.
Southern Christian Leadership Conference
334 Auburn Avenue, N.E.
Atlanta, Georgia 30303

Dear M. L.:

I was pleased indeed to find that you had paused long enough in the Battle of Selma to congratulate me on my new post. I'm sure it is not necessary to remind you that you have my wholehearted support, but do so nevertheless.

I'm sure you realize also that I accepted this post not because I wished to abandon the fight for freedom in the deep south of which I was so much a part as the Associate Counsel of the NAACP Legal Defense and Educational Fund but because, as you so ably pointed out in your New York speech following your acceptance of the Nobel Peace Prize, there are and must be new horizons for our people.

Tell Mrs. Boynton and all the other women I met in Selma some years ago to fight on. Freedom will take on a new dimension when the Battle of Selma is finally won.

I look forward to seeing you all soon.

Love,

Connie

CONSTANCE BAKER MOTLEY

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CALL LETTERS GDC _____ CHARGE TO SCLC JUN 14 1965

Senator Robert Kennedy
Senate Office Building
Washington, D. C.

Please accept my belated thanks for the tremendous job that you did in joining with your brother in the struggle to abolish the poll tax in State elections. While the amendment was defeated by a few votes, you and your brother scored a great victory in terms of principles. Paradoxically, you were victorious in defeat. All people of good will are deeply indebted to you for this creative and inspiring witness. Like your late brother and our beloved President, you stand as the

more more More

Send the above message, subject to the terms on back hereof, which are hereby agreed to

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1269—(R 4-55)

Telefax **WESTERN UNION** Telefax

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CALL LETTERS GDC _____ CHARGE TO SCLC

Senator Robert Kennedy - continued

conscience of the nation on the issue of civil rights.

Martin Luther King, Jr.

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November 1, 1965

The Honorable Nelson A. Rockefeller
30 Rockefeller Plaza
New York
New York

Dear Nelson:

Occasionally we have experiences in life that are difficult to explain with those symbols called words. They can only be articulated by the inaudible language of the heart. Such was the experience that came to all of us at Ebenezer Church and the Atlanta community when you so nobly graced our pulpit. Never before have we had such a wonderful Men's Day observance. We will be eternally grateful to you for taking time out of your extremely busy and important schedule to serve our humble church. The good that you did on that Sunday goes far beyond anything that I could write on paper.

Let me also express my appreciation to you for the generous contribution of $25,000.00 that you are making to our new tax exempt Society to match the $25,000.00 that I am donating from the Nobel Peace Award. It goes without saying that your great contribution will go a long, long way in making the Gandhi Society for Human Rights a significant force for good in the struggle for freedom and justice. The challenges that are ahead in the area of voter registration and extending the non-violent philosophy are indeed great. We will go all out to take advantage of the creative opportunities ahead.

Again, let me thank you for your consistent support. Your genuine good will and deep humanitarian concern are an inspiration to all of us. I can assure you that our organization could not make it without friends like you, and neither could I.

It was gracious of you to give me the privilege of flying back to New York with you. I immensely enjoyed the time we spent talking together. My wife and I have been to Europe and are now back with the regular day-to-day demands of our struggle. I hope our paths will cross again soon. Please extend my warm best wishes to your charming wife.

Sincerely,

Martin Luther King, Jr.

Km

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Dr. Kenneth B. Clark: Bewilderment Replaces 'Wishful Thinking' on Race

By WALTER GOODMAN

"If you look at my record," said Dr. Kenneth B. Clark, with a melancholy smile, "you can see I'm no prophet."

Dr. Clark, who turned 70 this year, was reflecting on a lifetime of effort in behalf of racial integration and the education of black children. With his hair untouched by gray and his trim mustache, he looked younger than his years, but his tone was weary.

He recalled that he had been "very optimistic" 30 years ago, when the Supreme Court outlawed school segregation in the case of Brown v. the Board of Education of Topeka, Kan. But the optimism has long faded.

After all the civil-rights successes of the past several decades, he observes gloomily that many black children are still attending segregated and inferior schools, and he confesses that he has no new answers to a bleak and seemingly intractable situation.

"I believed in the 1950's that a significant percentage of Americans were looking for a way out of the morass of segregation," he said. "It was wishful thinking. It took me 10 to 15 years to realize that I seriously underestimated the depth and complexity of Northern racism."

Dr. Clark, distinguished professor of psychology emeritus at City College of New York and a member of the New York State Board of Regents, attracted national attention in 1954 when the Supreme Court, in its Brown decision, cited his work on the pernicious effects of segregation on black children.

Drawing on the studies of Dr. Clark and other social scientists, Chief Justice Earl Warren wrote that to separate black children from white "solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone."

In a recent interview at the consulting firm he founded in 1975 when he retired from teaching, Dr. Clark mused on the disappointing sequel to that decision: "In the South, you could use the courts to do away with separate toilets and all that nonsense. We haven't found a way of dealing with discrimination in the North."

A Lifetime of Commitment

Framed photographs stood out on his office's bookshelves: Dr. Clark with President Carter, group portraits of officials and colleagues, family snapshots.

He referred often to his wife and closest colleague, Dr. Mamie Phipps Clark, who died last year. In 1948, the couple founded the Northside Center for Child Development to provide psychological services to Harlem residents, and Mrs. Clark remained its executive director for the next 34 years. His rough chain-smoker's voice softened as he spoke of her, recalling, "She was always interested in individuals."

Dr. Clark's own interests have drawn him to social issues, as a scholar, teacher and consultant to universities, corporations and government bodies. He was the first black to receive a doctoral degree in psychology from Columbia University, and he joined the City College faculty in 1942. His books include "Dark Ghetto," in which he analyzed what he called the "pathology" of ghetto life, and "Prejudice and Your Child."

Dr. Clark, a veteran of civil rights causes, has not been identified with demonstrations. "I haven't been arrested since I was at Howard University in 1935," he reminisced. "I was picketing the exclusion of blacks from the Congressional dining room. I enjoyed that, but I don't plan to be arrested for picketing the South African mission."

Setbacks for the Movement

He seemed perplexed as well as angry at the growth of opposition to programs to help blacks in the past decade. "The civil rights division of the Reagan Justice Department is taking a position against the civil rights laws," he said. "That didn't happen in the Nixon Administration. I don't believe the Justice Department can put the genie of civil rights back into the bottle, but they can slow down the movement of the 1970's."

Dr. Clark said he was "bewildered" by the stand against desegregation of Northern schools and neighborhoods by former liberals, some of whom are now identified as "neoconservatives."

"The neoconservatives are formidable adversaries," he granted. "They say that victims are the cause of their own victimization. 'We pulled ourselves up by our bootstraps,' they say, and they want us to do the same even though they want to take away our boots."

He shook his head unbelievingly as he asked: "Do they see blacks as threats? It's complimentary, but unrealistic."

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Quotas to Include or Exclude

He dismissed as "a semantic perversion" the common criticism that many affirmative action programs rely on racial quotas. When he attended Columbia University in the 1930's, he said, quotas were used to keep down the numbers of Jewish students. "What I find disturbing now is that a term that meant exclusion of Jews is being used by some Jewish organizations for efforts to remedy exclusion of blacks."

Of that too, he said, "I am bewildered."

Dr. Clark expressed particular distress at the criticisms of onetime allies such as Nathan Glazer, the Harvard sociologist who is a former student of his and whom he described as "very intelligent and likable." Dr. Clark conceded that the critics have a point when they argue that some programs, such as Aid to Families With Dependent Children, the major Federal welfare program, may have worsened the lot of blacks by encouraging a trend toward one-parent families and helping to maintain what he continues to call the "pathology" of ghetto life.

"But that's not God-ordained," he added. "I'm convinced that social engineering is no more difficult than space engineering. If a program to get us to the moon didn't work, the engineers would try another program. But in social engineering, you have to have the political and racial attitudes to keep trying."

Dr. Clark also lamented the "contemporary passivity of black leadership," which he attributed to "battle fatigue." He suggested that a new type of black leader was wanted, "with new perspectives," but allowed that he could not provide those perspectives.

He acknowledged that the Reverend Jesse Jackson had brought excitement to the Presidential campaign, then shrugged. "I do not see any effects of his candidacy on the larger problem," he said. "Charisma can't help that."

Racism a 'Social Cancer'

The overriding problem, in his view, remains "the perpetuation of segregated and inferior education and ghettoization." The only glimmer of hope he discerns is that whites will come to recognize that racism is "a social cancer" that threatens the whole society.

"I don't want to be cynical," he said, "but when drug use spreads from the ghetto to white youths, then society takes action."

Referring to recent calls from Washington for "excellence" in education, he remarked, "I doubt that we can have excellence in some schools and intolerable inferiority in others."

He summed up with quiet passion: "It may be possible to maintain a high standard of life for whites at the same time that minorities are kept at oppressed levels, but I don't believe it. Am I naive about that? If so, we'll never get rid of American racism."

He recalled the words of Thurgood Marshall, who represented the civil rights forces in the Brown case before he was named a Justice of the Supreme Court: "Kenneth, there is only but so much lawyers can do. After we get the law clear, the hard job begins."

Mr. Marshall's words of 30 years ago remained in the air like an unresolved chord, as Dr. Clark puffed at a cigarette and sighed, "I am bewildered."

The New York Times
December 27, 1984

South's Integration Found Aided Most

by ADELLE M. BANKS

A state Regent who summarized research used in the 1954 Brown vs. Board of Education of Topeka decision says it has done more for desegregation of Southern facilities than for segregation of Northern schools.

"I think the main positive changes of the Brown decision seem to be in the areas of public accommodation, particularly in the South," said Kenneth B. Clark, who received an honorary doctor of laws degree from the State University Center at Binghamton yesterday.

"We have eliminated that whole irrational pattern of white and black waiting rooms."

Clark, an educator and psychologist, said he has been surprised to find that the area least affected by the Supreme Court's decision is public education, particularly in northern areas such as New York City and Chicago.

"More children, white and black (are) attending racially segregated schools in these cities," he said. "The educators and religious leaders and maybe the students themselves have to make the commitment to change the patterns of racist organization of our schools (to) benefit...our children, white and black."

Clark discussed the social science research used in the decision that reversed the "separate but equal" doctrine of segregation in American schools during an interview before the graduate and professional schools ceremony at which he was honored.

"Segregation and racial discrimination damage the self-esteem of the victims, of segregated blacks and other minorities," he said. "It's also damaging to the self-esteem of whites in a much subtler way."

Clark said segregation caused white students to have "moral schizophrenia," because while being taught about the equality of man and the Bill of Rights, they were also being taught to violate those principles.

He thinks educators should have the courage to speak up about problems of racism in education. "If they are really educators, they must have the courage to be educators...the perpetuation of ignorance and racism is a pernicious form of ignorance," he said.

"I just don't understand how a nation in the latter part of the 20th century...in the space age...is still operating in terms of racist (perspectives) in our education," he said.

"One of the things that disturbed me was the extent to which black students in Northern colleges were themselves engaging in patterns (of segregation), asking for segregated dormitories," in the 1970's, he said. "This to me is shocking. After all the struggles we went through to break down the walls of segregation, we had self-segregation."

"I'd like to see intelligence, moral and ethical logic and intelligence, in this area of preparing our children for survival in the 20th century," he said. "We certainly aren't doing that by teaching them science and math and computer literacy. We have to follow that up with social morality and social sensitivity."

On a state level, Clark, the longest-serving member of the state Board of Regents, wants to expand the Regents Action Plan so it will address social as well as academic concerns.

"The academic aspects of the plan must now be backed up by human, social, racial sensitivity," he said.

Clark said he will be working on the expansion during the next year. "It's unfinished business," he said.

The Regents Action Plan, which he described as "a program for increasing the standards and quality of education for all the children in the state," has two main purposes – excellence and equity.

Clark used the goal of computer literacy in elementary schools as an example of the need for equity. If less affluent school districts cannot afford computers, those students will be at a disadvantage. The state must guard against that kind of inequity, he said.

"I would not want our Regents Action Plan, with very good intentions, to result in an even greater disparity between upper-income school districts and lower-income (districts)," he said. "This has to be continuously monitored," he said.

Although the Regents seem to be in the "first stages of improvement" in academic terms, Clark said in humanistic terms, "There's a great deal to be done."

The Evening Press, Binghamton
May 20, 1985

MARTIN LUTHER KING, JR. NOBEL PEACE PRIZE WINNER
Oslo, Norway, 1964

L to R Standing: Parents, Dr. and Mrs. M. L. King, Sr.; Sister, Mrs. Christine K. Farris; Brother, Rev. A.D. Williams King, Sr. Seated: Dr. and Mrs. M. L. King, Jr.

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MARTIN LUTHER KING, JR.

President of the Southern Christian Leadership Conference
Denver, Colorado, 1965

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MARTIN LUTHER KING, JR. WITH FAMILY
Pastor's Study, Ebenezer Baptist Church
Atlanta, Georgia, 1966

L to R: Dexter Scott, Yolanda Denise, Dr. King, Bernice Albertine, Mrs. Coretta King, Martin, III.

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RESPONSE FORM

DIRECTIONS: The Division of Civil Rights and Intercultural Relations desires feedback from administrators and classroom teachers who have used one or more of the suggested activities. Please complete and return this form.

Name of activity: _____

Grade level: _____

Overall rating (please check one):

_____ highly useful

_____ moderately useful

_____ somewhat useful

Comments: _____

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Did you develop additional materials to use with the Martin Luther King Resource Guide?

_____ yes _____ no

If so, please describe: _____

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Division of Civil Rights and Intercultural Relations
New York State Education Department
Education Building Annex, Room 471
Albany, NY 12234

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TEACHER NOTES